DOCUMENT RESUME

ED 137 518	08	CE 010 310

AUTHOR	Salazar, Arturo; Christiansen, James E.
TITLE	The Need for Bilingual Vocational Education Programs in Secondary Schools in Texas. Final Report.
INSTITUTION	Texas A and M Univ., College Station. Coll. of Education.
SPONS AGENCY	Texas Education Agency, Austin. Dept. of Occupational Education and Technology.; Texas Education Agency, Austin. Div. of Occupational Research and Development.
PUB DATE	Sep 76
CONTRACT	TEA-67230148
NOTE	347p.
EDRS PRICE	MF-$0.83 HC-$18.07 Plus Postage.
DESCRIPTORS	Administrator Attitudes; *Bilingual Education; Counselor Attitudes; *Educational Needs; Employer Attitudes; English (Second Language); Needs Assessment; School Personnel; Secondary Education; Secondary School Counselors; Spanish; State Surveys; Vocational Counseling; Vocational Directors; *Vocational Education
IDENTIFIERS	*Texas

ABSTRACT

The primary purpose of this study was to determine the need for Spanish-English bilingual vocational education programs in the secondary schools in Texas as perceived by bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives. Data were received from 636 respondents which consisted of returned opinionnaires from five groups, representing a 65% return. Six hypotheses related to the objectives were tested using descriptive statistics, analysis of variance with the Scheffe test where applicable, and Chi-square. Significant differences were found among the five groups regarding 19 to 28 perception statements, 7 of 15 attitude scale bipolar adjectives pertaining to the need for bilingual programs of vocational education, and 7 of 15 selected issues. In 69% of the group comparisons pertaining to the need for bilingual vocational education, industry representatives viewed the problem differently from the four school groups. Significant perception statements appearing most often concerned school districts' goals, creating functionally literate individuals through bilingual education, confusion of bilingual education goals, and helping students feel a need for using English. Significant issues most commonly appearing concerned language difficulties, integration of bilingual and vocational programs, and requiring special training for teachers. The most common significant bipolar adjectives were bad/good, satisfying/frustrating, false/true, and rewarding/unrewarding. The report includes description of methodology, findings, summary, conclusions, implications, and recommendations. The opinionnaire and data tables are appended. (WL)

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ED137518

THE NEED FOR BILINGUAL VOCATIONAL EDUCATION PROGRAMS IN SECONDARY SCHOOLS IN TEXAS

A final report of research performed
in cooperation with the

Division of Occupational Research and Development
Department of Occupational Education and Technology

and the

College of Education
Texas A&M University

TEA Contract No. 67230148

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September 1976

CE 010 310

ABSTRACT

The Need for Bilingual Vocational Education Programs in Secondary Schools in Texas

Purpose

The primary purpose of this study was to determine the need for Spanish-English bilingual vocational education programs in the secondary schools in Texas as perceived by bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives. Supporting objectives established to achieve this purpose were:

1. Determine the extent of agreement among bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives regarding the need for bilingual vocational education programs.

2. Determine the meaning of the concept, "bilingual vocational education," held by bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives.

3. Determine opinions held concerning selected issues pertaining to bilingual vocational education programs as perceived by the five groups.

4. Determine the extent of agreement concerning the need for bilingual vocational education programs as perceived by bilingual

directors, vocational counselors, and secondary school counselors with vocational education teaching experience and bilingual directors, vocational counselors, and secondary school counselors without vocational education teaching experience.

5. Determine the extent of agreement concerning the need for bilingual vocational education programs as perceived by bilingual directors and secondary school counselors with world-of-work experience and bilingual directors and secondary school counselors without world-of-work experience.

6. Determine if a relationship exists between perception of need for bilingual vocational education programs as expressed by bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives and the percent of Spanish-speaking students in schools in which respondents work.

Procedures

Data were received from 636 respondents which consisted of returned opinionnaires from the five groups, representing a 65 percent return. Six hypotheses related to the objectives were tested using descriptive statistics, analysis of variance with the Scheffe test where applicable, and Chi-square. The .05 level of significance was used for accepting the null hypotheses.

Major Findings

Significant differences were found among the five groups regarding 19 of 28 perception statements, seven of 15 attitude scale bi-polar adjectives pertaining to the need for bilingual programs of vocational education, and seven of 15 selected issues. In 69 percent of the group comparisons pertaining to the need for bilingual vocational education, industry representatives viewed the problem differently from the four school groups. Significant perception statements appearing most often concerned school districts' goals, creating functionally literate individuals through bilingual education, confusion of bilingual education goals, and helping students feel a need for using English. Significant issues most commonly appearing concerned language difficulties, integration of bilingual and vocational programs, and requiring special training for teachers. The most common significant bi-polar adjectives were bad/good, satisfying/frustrating, false/true, and rewarding/unrewarding.

No significant differences were found among the responses of the five groups regarding their perceptions about the meaning of the concept "bilingual vocational education."

Significant differences existed among federal and state bilingual program directors regarding 14 perception statements and 14 attitude scale adjectives with federal directors more favorable toward bilingual vocational education in all cases.

Significant differences existed among responses of bilingual directors with and without vocational education teaching experience on four issues, five perception statements, and eight bi-polar adjectives with the former not perceiving a need for bilingual vocational education. Among the vocational counselors, significant differences existed on five issues and five perception statements, but not on attitude scale adjectives. While no significant differences existed among responses of secondary school counselors to issues, a significant difference existed concerning teaching technical terms used on-the-job. No significant differences existed among bi-polar adjectives.

No significant differences on issues were detected among responses of either bilingual directors or secondary school counselors with or without world-of-work experience. Differences among directors were detected for one perception statement, that of creating functionally literate individuals in both Spanish and English through bilingual education, and one bi-polar adjective, that of false/true.

Different means were detected for four perception statements and the scale item, false/true, among secondary school counselors.

Bilingual directors perceived the need for bilingual vocational education differently from the other four groups in relation to percent of Spanish-speaking students in school districts.

Polarity of viewpoints and strong feelings were detected among the five groups about the concept of bilingual vocational education.

ACKNOWLEDGEMENTS

I would like to express my appreciation to the bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives who participated in the study. Gratitude is also extended to Mr. Oscar Millican, Educational Program Director with the Division of Occupational Research and Development, Texas Education Agency, for his support and assistance. Appreciation also goes to the San Antonio, Brownsville, and Laredo Independent School Districts for allowing the investigator to make on-site visits to their occupational education programs.

Much gratitude is due Dr. James E. Christiansen, project director, for his interest and assistance necessary to accomplish the research.

Arturo Salazar

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CHAPTER I

INTRODUCTION

Language, broadly conceived as communication, is man's most significant social invention and most indispensable instrument of thought. As such, it is one of the most powerful factors influencing the everyday lives of individuals, communities, and nations.

Illiteracy and problems in communications arising from differences in linguistic backgrounds are persistent obstacles to social integration and cultural unity for communities, and are threats to economic security and social acceptance for individuals.

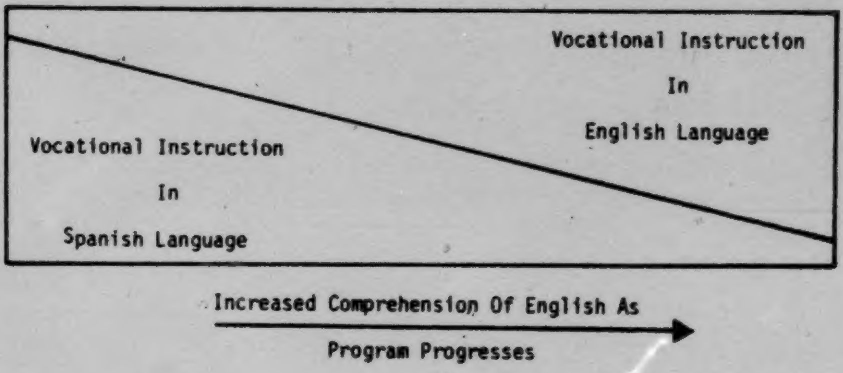
According to Gutierrez (21), Spanish is the predominant language of more than 623,000 public school students in Texas; more than 243,000 of these students have limited English-speaking ability. There is little evidence that its use will diminish in the future. When significant portions of the population in a given community speak a language that differs from that spoken by the majority, there are social, economic, and educational implications which must be considered. Consequently, Texans will undoubtedly continue to view the Spanish language as a social, economic, and educational problem in many portions of the state in the years to come.

With these factors in mind, a question arises as to whether these students should be enrolled in the same vocational education programs as all the other students, or should they be enrolled in separate bilingually oriented vocational education programs. Consequently, this study was undertaken in an attempt to resolve this issue.

To visualize this type of program, the following descriptive example of a Spanish to English program of bilingual vocational education is presented.

> The teacher in a bilingual vocational program (office occupations, trades and industries, distribution, etc.) will initially teach the students in Spanish, but will use both the Spanish and English names for technical terms, for example, tools. As the students' knowledge of English increases, the teacher will utilize both English and Spanish, gradually decreasing the amount of time spent in speaking Spanish. Students who progress to the point that they no longer need instruction in Spanish, may then be taught using an all-English approach, thus enabling them to be placed on jobs commensurate with their training when they exit from school.
>
> The bilingual vocational education program is different from the program, English as a Second Language, commonly called ESL. ESL is designed to teach English language skills. It is taught for only a limited amount of time each week, with English taught to the Spanish-speaking students in much the same way that a foreign language is taught to English-speaking students.

Model of Bilingual Vocational Education Program



Purpose and Objectives

The primary purpose of this study was to determine the need for Spanish-English bilingual vocational education programs in the secondary schools in Texas as perceived by bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives.

Thus, supporting objectives established to achieve this purpose were:

1. Determine the extent of agreement among bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives regarding the need for bilingual vocational education programs.
2. Determine the meaning of the concept, "bilingual vocational education," held by bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives.
3. Determine opinions held concerning selected issues pertaining to bilingual vocational education programs as perceived by the five groups.
4. Determine the extent of agreement concerning the need for bilingual vocational education programs as perceived by bilingual directors, vocational counselors, and secondary school counselors with vocational education teaching

experience of bilingual directors, vocational counselors, and secondary school counselors without vocational education teaching experience.

5. Determine the extent of agreement concerning the need for bilingual vocational education programs as perceived by bilingual directors and secondary school counselors with world-of-work experience and bilingual directors and secondary school counselors without world-of-work experience.
6. Determine if a relationship exists between perception of need for bilingual vocational education programs as expressed by bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives and the percent of Spanish-speaking students in school districts in or with which respondents work.

Statement of the Problem

Although vocational education has helped large numbers of youth and adults to achieve success in occupational life, significant numbers of Americans have failed to share in these benefits (36). They have been unable to do so because of various educational, socioeconomic, and personal handicaps. Vocational education has often been unable to assist such individuals because of the deficiencies in their basic education and the ramifications of these deficiencies.

These disadvantaged and deprived people are in need of special preparation which will permit them to become productive and contributing workers. Vocational education has a more important mission to perform together with other educators and other members of the helping professions if bilingually disadvantaged groups are to find a satisfying place in American society.

Programs of vocational education and training have had little impact thus far on Spanish-speaking people. Most unemployed Spanish-speaking Americans fall into age and education brackets which are proportionately underrepresented in the training programs inaugurated under the Manpower Development and Training Act. When language problems are added, it becomes clear that the Spanish-speaking American is not yet in a position to benefit significantly from such programs.

According to Bullock (5), Congressman Henry B. Gonzalez of San Antonio emphasizes that the critical role of poor education that confronts most Spanish-speaking Americans in Texas lies in two problems: (1) school districts with high Spanish-speaking concentrations tend to be poor and thus offer inferior and oftentimes segregated facilities, and (2) cultural factors and unenforced school attendance laws make it especially difficult for Spanish-speaking youngsters to benefit from a school program directed to the English-speaking. The result is that the illiteracy rate among Spanish-speaking Texans is extremely high. Spanish-speaking youngsters drop out of high school at an alarming rate, and their lack of a diploma subsequently disqualifies them from apprenticeships and other training programs.

Sotomayor (28) indicates that for many of the 1.6 million Spanish-speaking students in the Southwest, barriers are painfully real and seemingly unavoidable. Four out of every ten Spanish-speaking students do not graduate from high school. In comparison, nine out of ten English-speaking students finish high school. But are the children failures? Or has the educational system failed them? The United States Commission on Civil Rights, after a five year study of schools of the Southwest, found "a systematic failure of the educational process, which not only ignores the educational needs of Spanish-speaking students, but suppresses their culture and stifles their hopes and ambitions" (28:40).

Bilingual education is not new. The first programs for Spanish-speaking students, as we know them today, were started in Texas, and scattered programs now exist in all five southwestern states. In the Southwest as a whole Title VII Bilingual Education Programs enroll about four percent of the 1.6 million Spanish-speaking students. During 1972-73, 123 projects were funded, with about 70,000 students participating. Of the five southwestern states, only Texas started the 1975-76 school year with a requirement of bilingual education, and that was only for kindergarten through second grade, and optional from third through fifth grade.

But Webster (38) points out in an interview with Dr. Ernesto Galarza that the greatest mistake that educators make is to force the bilingual program into established curriculum. By the time the students are in the third and fourth grade the bilingual program succeeds in boring them as stiffly as the English program in which they are.

Emery (13) provided a study in bilingual education for office occupations and discussed a few pilot programs presently undergoing in several school districts. The purposes of this program are to improve jub opportunities for Spanish-speaking students and to help transmit an understanding between the two cultures by developing heritage appreciation and by applying the best of both cultures to the world of work.

Schulman, Williams, and Guerra (36) conducted a study in 1973, which found that vocational education students strongly supported the use of both Spanish and English in classroom instruction. The students in this study endorsed the idea that fluency in both languages is desirable. School systems in predominantly Spanish-speaking areas, or with sizable numbers of Spanish-speaking students, must decide whether the effective education of young people is more important than an unswerving retention of policies which may retard educational progress.

Palomares (24), contrary to the findings of Schulman, Williams, and Guerra, comments that in the United States there is a fear that educating our children in two or more languages and cultures would confuse the mind of a child and render him unable to grasp either language or culture well.

Schultheis (33), in the article "Time To Stop Labeling And Start Teaching," points out that:

> . . . students do not need labels; they need teaching. They need teachers with enough knowledge and skills to diagnose their learning problems and to help them overcome them. Students bring many kinds of learning problems to school. Many contend that it is time to stop labeling students who suffer diverse learning problems with a single and often negative tag and herding them into low-quality programs. Rather than creating more special programs for disadvantaged youth, we need to develop procedures to help bilingual students attain greater skill in standard English. We need programs to help students with specific reading problems. It is time to stop labeling students and start teaching them.

Banks (2) points out that many ethnic minority youth find the school culture alien, hostile, and self-defeating. Because of institutional racism, poverty, and other complex factors, most ethnic minority communities can be characterized by value systems, institutions, behavior patterns, and linguistic traits which differ in significant ways from the dominant society. The youth who are socialized within these ethnic communities enter the school with cultural characteristics which the school rejects and demeans. Because of the negative ways in which their cultural and racial traits are viewed by the school, educators fail to help most minority youth to acquire worlds in which they need to function effectively within the two cultural worlds in which they must survive. Consequently, many of them drop out of school, psychologically, if not physically.

Mathis (36) has clearly demonstrated that aptitude testing has a profoundly bad effect on disadvantaged applicants. The tests tend to bar them from suitable employment and destroys their aspirations of success during the process. This excludes them from consideration for better employment opportunities.

In a "Workshop To Increase Spanish-American Participation In Vocational Education At All Levels," sponsored by the U.S. Office of Education and held in Arlington, Texas, Keller (20), Assistant Superintendent of the Brownsville Independent School District, pointed out that programs currently in operation in the school district, are not adequate enough to satisfy the needs of the students. The problem is compounded by large enrollment of students with low English proficiency coming from Mexico (858 in 1974, and over 1,100 in 1975). These students are already of junior high and high school age and are interested in the vocational programs offered by the school district. This problem not only exists in Brownsville, but all along the Mexico-United States border to California.

Need

Except for a limited number of programs in their pilot state, bilingual programs do not presently exist in the secondary level in vocational education. In addition, Gutierrez (16) pointed out that no study had been made to determine whether or not a widespread need for bilingual vocational education programs was perceived to exist in Texas. Bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives were in a position to provide help in determining whether or not such a need existed.

There were only three bilingual programs, and they represented only one vocational area, administered by the Department of Occupational Education and Technology at the time that this study was undertaken. They were the secondary level secretarial training programs conducted in the Brownsville, Laredo, and San Antonio Independent School Districts (32). The Advisory Council for Technical-Vocational Education (33), had as Recommendation III, which was incorporated into the Texas State Plan for Vocational Education for Fiscal Year 1975, that of serving the needs of special groups in secondary and postsecondary levels. This study would also provide information useful to program planning personnel in local school districts, to the Texas Education Agency, and to the Texas Advisory Council in meeting its recommendations directed toward minorities with deficiencies in their basic education who are classified as educationally disadvantaged.

Theoretical Base

In reviewing the literature, the following points seemed to be appropriate for the theoretical base around which the study was designed:

1. If persons in a minority, both in culture and in language, are not adequately prepared for suitable employment opportunities, they suffer a disadvantage. Spanish-speaking

students have the highest dropout rate of the three largest ethnic groups in Texas. Secondary vocational education programs presently do not adequately prepare bilingually handicapped students for employment. Consequently, it may be theorized that a need for vocational education programs for bilingual students exists.

2. Since bilingual program directors and vocational program directors are responsible for, and likely to make decisions concerning these programs, they should be considered when seeking information for this kind of study. Because of their differences in job responsibilities and background experiences, it could be theorized that the points of view expressed by persons in these two groups may not be exactly comparable.
3. Since vocational counselors and secondary school counselors come into direct contact with students, they are in a position to influence the directions that students take when choosing courses. Consequently, they should also be considered when determining the need for bilingual vocational education.
4. Since persons in the private sector use the product of the educational programs, they can influence those programs, especially after such programs have been established; consequently, consideration should be extended to

representation from the private sector in a study such as the one undertaken.

Hypotheses

Based on the theoretical base of the study, the following null hypotheses have been established and will be tested statistically:

1. There is no difference among the perceptions of bilingual program directors, vocational program directors, vocational counselors, secondary school counselors, and industry representatives regarding the need for bilingual vocational education programs.
2. There is no difference between the perceptions of bilingual program directors of federally-funded programs and bilingual program directors of state-funded programs.
3. There is no difference among the perceptions of bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives concerning selected issues pertaining to bilingual vocational education programs.
4. There is no difference among the perceptions of bilingual directors, vocational counselors, and secondary school counselors with vocational education teaching experience and bilingual directors, vocational counselors, and secondary school counselors without vocational education teaching experience.

5. There is no difference among the perceptions of bilingual directors and secondary school counselors with world-of-work experience and bilingual directors and secondary school counselors without world-of-work experience.
6. A relationship does not exist between the need for bilingual vocational education programs as expressed by bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives and the percent of Spanish-speaking students in schools in or with which the directors and counselors work.

Definition of Terms

For the purpose of this study the following terms were defined:

Bilingual Director is the person employed by a public school system in Texas responsible for either a state or federally supported bilingual education program designed to permit non-English speaking students to develop their full potential as bilingual, bicultural Americans.

Bilingual Education is the concurrent use of two languages as the media for instruction in any portion of the school curriculum except in the actual study of the languages themselves (11:1).

Bilingualism is the ability to understand and speak two languages. There is no implication that a bilingual person is able to use both languages equally well (11:6).

Bilingual Vocational Education means training or retraining which is conducted as part of a program designed to prepare individuals of limited English-speaking ability for gainful employment as semi-skilled or skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging occupations, but excluding any program to prepare individuals for employment in occupations which the Commissioner determines, and specifies, by regulation, to be generally considered professional which requires a baccalaureate or higher degree; bilingual vocational training includes guidance and counseling (either individually or through group instruction) in connection with such training or for the purpose of facilitating occupational choices; instruction related to the occupations for which the students are in training or instruction necessary for students to benefit from such training; the training of persons engaged in a bilingual vocational program; travel of students and vocational training personnel while engaged in a bilingual vocational training program; and the acquisition, maintenance, and repair of instructional supplies, aids, and equipment, but such term does not include the construction, acquisition, or initial equipment of buildings or the acquisition or rental of land (37:8955).

Disadvantaged, as defined by the U.S. Office of Education, means persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education (32:54).

English As A Second Language (ESL) is a program designed to teach English language skills without the presentation of related cultural material. It is taught for only a limited number of hours each week, with English presented to Spanish-speaking students in much the same way that a foreign language is taught to English-speaking students. The objective is to make non-English speakers competent in English and, by this means, to enable them to become assimilated into the dominant culture. ESL, a purely linguistic technique, is not a cultural program and therefore, does not take into consideration the specific educational needs of Spanish-speaking students as a unique ethnic group (34:26).

Industry Representatives are persons selected to participate as members of a vocational advisory committee. This group of persons, usually from outside the field of

> education, are selected because of their interest, knowledge, and expertise to advise educators regarding vocational programs. Committees usually include members from all interested groups including public officials, employers, employees, minority groups, and the public (1:2).

Secondary School Counselor is a person employed by a public school system in Texas serving as a high school counselor and designated as such by the Texas Education Agency.

> Spanish-Speaking People is [sic] the second largest population group in the United States. The group is known variously and used interchangeably as Mexican, Mexican-American, Latin, Latin-American, Spanish, Spanish-surname, Spanish-American, Spanish-speaking, Chicanos, and the like. Wide differences exist within the group, and none of these names is [sic] entirely satisfactory (21:6).

Since the Spanish language is a factor of major importance in the school and the community, the term "Spanish-speaking" will be used in this study.

Vocational Counselor refers to a person employed by a public school system in Texas who is designated as such by the Texas Education Agency.

Vocational Director is the educational administrator charged by the local board of education with the responsibility for developing, planning, managing, and implementing vocational education in a local school system (1:37).

> Vocational Education means vocational or technical training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto) under public supervision and control or under contract with a State board or local educational agency and is conducted as part of a program designed to prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or

> subprofessionals in recognized occupations and in new and emerging occupations or to prepare individuals for enrollment in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations which the Commissioner determines, and specifies by regulation, to be generally considered professional or which requires a baccalaureate or higher degree; and such term includes vocational guidance and counseling (individually or through group instruction) in connection with such training or for the purpose of facilitating occupational choices; instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training; job placement; the training of persons engaged as, or preparing to become, teachers in a vocational education program or preparing such teachers to meet special education needs of handicapped students; teachers, supervisors, or directors of such teachers while in such a training program; travel of students and vocational education personnel while engaged in a training program; and the acquisition, maintenance, and repair of instructional supplies, teaching aids, and equipment, but such term does not include the construction, acquisition, or initial equipment of buildings or the acquisition or rental of land (35 6-7).

Basic Assumptions

The following assumptions were made in conducting this research study:

1. Pressures will continue to exist to develop bilingual vocational programs since funds are continuing to be made available for such programs.
2. The directors, counselors, and industry representatives would be candid in their responses.
3. The viewpoints of counselors participating in this study would be typical of those held by counselors in similar situations throughout Texas.

Limitations

The findings of this study are subject to the following limitations:

1. Since the data collected were obtained from a mailed-out instrument, it was recognized that any misinterpretations of items reflected in the responses could not be investigated.
2. It was recognized that inadvertent bias in favor of a bilingual vocational education program is present because of selecting directors and counselors whose job it was to work with bilingual students.
3. It was recognized that the need for secondary level bilingual vocational programs as perceived by potential students and their parents was not investigated.

Delimitations

The study was delimited to the total population of 219 bilingual and 199 vocational program directors holding such positions in Texas during the 1975-76 academic year and a stratified sample of 165 vocational counselors, 199 secondary school counselors, and 199 industry representatives elected from school districts employing a vocational director during the same period. It was further delimited to collecting data pertaining to the need for, the concept of, and analysis of issues related to bilingual vocational education programs and not to the implementation of such programs.

Organization of the Study

The remainder of the research study is divided into three chapters. Chapter II describes the methodology used. Chapter III deals with analysis of data. In Chapter IV a summary, conclusions, implications, and recommendations are presented.

CHAPTER II

METHODOLOGY

This chapter reports the research procedures employed to determine the need for bilingual vocational education programs in the secondary schools in Texas as perceived by bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives in accomplishing the major purpose of the study. It is divided into the following sections: (1) population and sample selection, (2) instrument development, (3) data collection procedures, and (4) statistical analysis.

Population and Sample Selection

The design included the selection of bilingual program directors, vocational program directors, vocational counselors, secondary school counselors, and industry representatives for the 1975-76 school year in the State of Texas. The following is the rationale used for including these groups in the study.

In the earlier history of the vocational education movement, only communities of considerable size, usually cities, were large enough to justify the full-time services of an administrator for the vocational program. This is no longer the case. "With the rapid growth of the program, both in numbers and scope, and with the advent of the area and regional schools, the job of the director of vocational education has become much more comprehensive and more complex" (36:40).

Since the vocational program does not operate in isolation, and because it must relate constructively to the other aspects of education, the vocational directors must understand the purposes and goals of the other divisions in the school program. "As program administrator he will be expected to maintain quality standards of instruction, as recommended by State and Federal authorities as they apply in the local situation" (36:41).

Bilingual program directors are responsible for bilingual programs which now exist in the elementary grades. This group was considered and included in the study because of their background expertise in bilingual education.

Vocational counselors and secondary school counselors along with the vocational directors play an important role in vocational education. The vocational counselor, according to the Texas State Plan for Vocational Education (32) will function under the direction of the vocational director. It was in 1970, according to Byrd (7), that House Bill 263 provided for vocational counselor units in the public secondary schools of Texas under the Minimum Foundation Program. In those school districts which do not have a vocational counselor, it is the secondary school counselor who has constant contact with vocational education and who plays an important role in counseling with those students interested in vocational education.

Industry representatives were included in the study because of their world-of-work background. It is industry that has a direct influence upon vocational education since it employs the product of vocational education. Consequently, since directors, counselors, and industry representatives were in a position to affect decisions made about vocational programs and to influence students' career decisions it was important that their beliefs be ascertained.

The entire population of bilingual directors in Texas was used. The bilingual directors, as listed in the Texas Education Agency's 1975-76 Directory of Bilingual Programs (29), were further divided into two categories: directors of federally-supported bilingual programs and directors of state-supported bilingual programs. Directors of federal bilingual programs are designated as such and their primary responsibility is that of directing those programs. State bilingual programs are directed by administrative personnel whose primary responsibility may not be that of directing state bilingual programs; therefore, superintendents, assistant superintendents, administrative assistants, curriculum directors, supervisors, principals, and counselors who also served as directors of state-supported bilingual programs were involved in the study.

The first group consisted of 54 bilingual program directors of federally-supported programs. The second group consisted of 185 state-supported program directors, of whom 165 were used in the study since 20 had the responsibility of directing both federal and state programs and thus already were included.

The 199 vocational program directors in the population were those listed in the Texas Education Agency's Public School Occupational Programs 1975-1976 Directory (31). A stratified sample of 165 vocational counselors obtained from the same directory was selected from those school districts having a vocational director. A table of random numbers was used to select a representative in those cases where more than one vocational counselor was employed in a school district.

The Texas Education Agency's 1975-76 Directory of Public School Counselors in Texas (36) was used to obtain a stratified sample of 199 secondary school counselors. Only school districts employing a vocational director were included in the population. In those cases where the school district employed more than one secondary school counselor, a table of random numbers was used to select randomly a representative of that group. For school districts identified in the population that had more than one secondary school, a secondary school was selected randomly using a table of random numbers.

A stratified sample of 199 industry representatives located in school districts employing a vocational director was used. Since it is required that each school district offering vocational education programs have a vocational program advisory committee (32) appointed by the superintendent of schools, confirmed by the local school board, and composed of representatives of industry related to programs conducted or proposed to be offered, the industry representatives for this study were selected from that program advisory committee.

Using the procedure outlined above, 981 individuals involving the five distinct groups were used. Each individual was assigned a code number by the investigator to be used for follow-up purposes. A master list containing the name, position, school and address of each individual was compiled.

Instrument Development

To solicit the information needed for this study, closed-form opinionnaires were developed, field tested, reviewed, and mailed to bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives. A sample opinionnaire can be seen in Appendix A. Other data collection procedures, such as personal interviews, were considered, but the closed-form opinionnaire was determined to be the most appropriate because of the vast size of the population covered by the study, the location of the school districts in the state, and the need to use an instrument requiring a minimum amount of time from each respondent.

The format of the instrument consisted of five different sections. Section I provided background information, a descriptive example, and a graphic model of a bilingual vocational education program.

Section II included questions involving pertinent issues regarding bilingual vocational education. A yes/no response scale was used.

A third section utilized a Likert-type scale which included perception statements. A five-point scale consisted of the following level of agreement choices: strongly disagree, disagree, undecided, agree, and strongly agree.

Section IV of the instrument consisted of a semantic differential descriptive scale designed to determine the attitude toward the concept of bilingual vocational education as held by the five groups. Fifteen bi-polar scales consisting of descriptive adjective work pairs were used, some of which appeared in a suggested list by Isaac and Michael (19).

Instructions and an example of how to fill out this section were provided for the participants as suggested by Osgood, Suci, and Tannenbaum (23). "The sample instruction form assumes this form of differential. Instructions to the subject include (1) orientation to the general nature of the task, (2) the significance of the scale positions and how to mark them, and (3) the attitude to be taken toward the task" (23:82).

The purpose of the last section of the opinionnaire was to obtain pertinent background information concerning the directors and counselors. This was necessary to achieve the objectives of the study.

To refine the instrument for greater relevancy, better clarity, and format, it was field tested using graduate students in adult education and Educational Professions Development Fellowship graduate students in vocational education whose backgrounds and professional experiences were similar to those of both groups of directors and counselors.

The revised opinionnaires were color-coded for each responding group. The back cover of the vocational director opinionnaire provided space for this person to enclose the name and address of the chairman of the school district's vocational advisory committee, as no listing of this group was available. This was necessary for follow-up purposes.

Data Collection Procedures

Data for this study were collected by mail. A cover letter (Appendix B) by the Texas Education Agency's Division of Occupational Education and Technology solicited the participation of each subject. The same letter was sent to each superintendent of the school districts involved in the study. A second cover letter (Appendix C) from Texas A&M University was developed to explain the purpose of the research and to solicit the participation of bilingual directors, vocational counselors, secondary school counselors and industry representatives. The same letter (Appendix D), modified with instructions to enclose the advisory committee chairman's name and address, was developed for the vocational directors. Each letter was individually addressed to the respondents and signed by the investigator and the chairman of his graduate advisory committee.

On May 18, 1976, two cover letters, an appropriately coded opinionnaire, and a stamped, self-addressed envelope were mailed to each of the 981 subjects throughout the State of Texas. By June 4, 1976, 18 days after the initial mailing, 438 opinionnaires had been received. This represented 45 percent of the total instruments mailed. Forty-seven percent of the bilingual directors, 54 percent of the vocational directors, 56 percent of the vocational counselors, 43 percent of the secondary school counselors, and 25 percent of the industry representatives had responded.

On June 7, 1976, a follow-up letter (Appendix E) and a duplicate coded opinionnaire and a stamped self-addressed return envelope were mailed to each bilingual director, vocational director, vocational counselor, secondary school counselor, and industry representative whose opinionnaire had not been returned. They were requested to complete the opinionnaire and return it to the investigator if they had not already done so. Each follow-up letter was individually addressed to the non-respondents and signed by the investigator, and the chairman of his graduate advisory committee. Following this mailing, 148 additional opinionnaires were received. This brought the total to 586 completed opinionnaires received, representing 60 percent of the total instruments mailed.

Personal telephone calls were made on June 21-25, 1976, to those who had not responded requesting that they complete the opinionnaire and return it to the investigator. By July 8, 1976, 636 opinionnaires had been received. This represented 65 percent of the total instruments mailed on May 18, 1976. Responses from 161 or 74 percent of the bilingual directors, 162 or 81 percent of the vocational directors, 115 or 70 percent of the vocational counselors, 110 or 55 percent of the secondary school counselors, and 88 or 44 percent of the industry representatives had been received.

Statistical Analysis

Each item response was transferred to data processing tabulation sheets. The 636 opinionnaires were used, although a few items were not marked on some instruments. For those responses that were not marked in Section II, no data were recorded for that response. For those items that were not marked in Section III, an undecided response was coded. Where no responses were marked in Sections IV and V, no data were recorded for those responses. The data processing sheets were key punched on IBM cards at the Texas A&M University Data Processing Center. Each card was checked to identify errors.

The first hypothesis related to the objective established to achieve the purpose of the study was tested by descriptive statistics and analysis of variance. Where the F values derived showed no statistical significance, no other test was made. The Scheffé test was then used for data pertaining to hypothesis one to determine where the differences existed, if differences at the .05 level were shown to exist.

Hypothesis two was tested by descriptive statistics and analysis of variance. The third hypothesis was treated as a Chi-Square distribution to draw inferences about variability.

Hypotheses four and five were tested by descriptive statistics, analysis of variance, and Chi-Square. The sixth hypothesis was tested by descriptive statistics and Chi-Square.

All statistical analyses were accomplished by an Amdahl 470/6 computer installation at Texas A&M University. Therefore, the methods of analyses involved computation of (1) descriptive statistics for all variables using the DISTAT routine, (2) analysis of variance using the ANOVAR routine, (3) Scheffé test, and (4) Chi-Square for homogeneity between groups using the CHICHI routine.

The findings derived from the analysis of data are reported in Chapter III.

CHAPTER III

FINDINGS AND ANALYSIS OF DATA

Presented herein is a discussion of findings and analysis of data regarding the need for Spanish-English bilingual vocational education programs in the secondary schools in Texas and opinions held concerning selected issues pertaining to bilingual vocational education programs as perceived by 161 bilingual directors, 162 vocational directors, 115 vocational counselors, 110 secondary school counselors, and 88 industry representatives. Furthermore, presented is a discussion of the need for bilingual vocational education as perceived by: (1) 10 bilingual directors, 33 vocational counselors and 11 secondary school counselors with vocational education teaching experience, and 151 bilingual directors, 82 vocational counselors and 99 secondary school counselors without vocational education teaching experience, and (2) 113 bilingual directors and 84 secondary school counselors with world-of-work experience and 48 bilingual directors and 26 secondary school counselors without world-of-work experience. Background information on all groups except industry representatives is also presented.

A summary of written personal comments, opinions, and reactions to the need for bilingual vocational education from responding individuals is provided as well as pertinent data concerning on-site visits by the investigator to three school districts in Texas presently operating bilingual vocational programs.

The data and the results of the various statistical treatments are presented in the same order as were the objectives and hypotheses in Chapter I.

Objective One, Hypothesis One

This objective was to determine areas of agreement and disagreement among bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives regarding the need for bilingual vocational education programs in Texas. The null hypothesis that was statistically tested for each of the 28 variables in Section III of the opinionnaire was that there are no differences among perceptions of the five groups regarding the need for bilingual vocational education programs.

At this point, mention should be made that the sum total of the variables in the selected issue, perception statement, and attitude scale adjective sections of the opinionnaire used reflect directly or contribute indirectly to an overall reaction about bilingual vocational education. Consequently, individual variables may not indicate specific reference about bilingual vocational education.

Descriptive statistics and analysis of variance were used to test this hypothesis. Table 1 shows that significant differences existed in 19 of the 28 statements.

The Scheffé test was then calculated by the investigator in those instances where the F value indicated differences among the five means at the .05 level of significance in order to determine where the

Table 1.--Means and F-Ratio Values Obtained from Responses of Bilingual Directors, Vocational Directors, Vocational Counselors, Secondary School Counselors, and Industry Representatives Regarding the Need for Bilingual Vocational Education as Reflected by 28 Perception Statements

Perception Statements	Means					F-Ratio	p
	Bilingual Directors	Vocational Directors	Vocational Counselors	Secondary School Counselors	Industry Representatives		
1. The school-to-work transitional problems encountered by educationally disadvantaged youth are compounded by inadequate curricula.	3.372	3.024	3.356	3.163	2.477	7.787	.000
2. The vocational education program in a school system deals more directly and immediately with the students' future employment than any other portion of the curriculum.	3.472	4.074	4.043	3.645	3.261	9.844	.000
3. The school district should establish goals for vocational education programs to meet the needs of minorities.	3.571	3.104	3.208	3.418	2.511	9.409	.000
4. Since English is the primary language of the state, the adjustment in Texas must necessarily be the learning of English by the Spanish-speaking group.	3.875	4.030	3.956	4.181	3.750	1.921	.104
5. Spanish-speaking students are handicapped both in their own thought processes and in communication when working in an English-speaking environment.	3.217	3.370	3.487	3.490	2.727	6.384	.000
6. Students who know Spanish and little of English could not possibly be given a command of English in a short period of time in any grade level.	3.161	3.259	3.156	3.136	2.772	2.178	.069
7. The economic conditions of the educationally disadvantaged Spanish-speaking have a direct bearing on the ability of their children to learn English.	3.167	3.030	3.069	3.227	2.715	2.176	.069
8. Because of language difficulties, the number one problem facing educationally disadvantaged students is that they lose all interest in school within only a year or two of graduation.	2.950	2.709	2.704	2.818	2.431	2.566	.036
9. Helping a student feel a need for using English is an important step in teaching bilingual students.	4.043	3.895	4.043	4.281	3.738	3.661	.006

Table 1.--Continued

Perception Statements	Means					F-Ratio	p
	Bilingual Directors	Vocational Directors	Vocational Counselors	Secondary School Counselors	Industry Representatives		
10. At every level of instruction there is competition for a place in the curriculum, and there is not enough time for everything which might profitably be taught, therefore separate bilingual vocational programs cannot be justified.	2.931	3.129	3.147	3.181	3.079	0.744	.565
11. The Spanish-speaking educationally disadvantaged student needs contact with other students who have a better command of English; consequently, he should not be placed in a bilingual vocational program.	3.037	3.277	3.295	3.172	3.329	1.121	.345
12. The aim of bilingual education is to create functionally literate individuals in both Spanish and English by capitalizing on the linguistic skills the Spanish speaking students already have.	3.857	3.203	3.573	3.490	3.090	8.955	.000
13. Both private and public sectors have a great demand for persons with a command of English and Spanish.	3.726	3.432	3.652	3.609	3.034	4.950	.000
14. Establishing new programs for the Spanish-speaking educationally disadvantaged presents new challenges which become a burden to schools.	3.024	3.432	3.460	3.400	3.284	2.988	.018
15. Beginning the kind of programs that are effective with the Spanish-speaking educationally disadvantaged will require more teachers, more teacher-training programs, and new materials.	3.813	3.777	3.939	3.872	3.409	3.142	.014
16. Incorporating bilingual education into vocational education will require more money than school districts have.	3.416	3.771	3.556	3.454	3.306	2.609	.034

Table 1.--Continued

Perception Statements	Means					F-Ratio	p
	Bilingual Directors	Vocational Directors	Vocational Counselors	Secondary School Counselors	Industry Representatives		
17. The main problem faced by teachers in a bilingual vocational program would be teaching the technical terms commonly used on-the-job.	3.037	2.987	2.913	2.772	2.795	1.182	.316
18. Overcoming the language handicap of some Spanish-speaking educationally disadvantaged students is crucial to their success because of restrictions it imposes on academic achievement.	3.552	3.512	3.756	3.763	3.147	4.056	.003
19. Language emphasis should be on helping students speak English in the secondary school.	3.652	3.796	3.747	3.836	3.534	0.977	.579
20. Educationally disadvantaged Spanish-speaking youth are denied much choice in available careers by employers.	3.354	3.160	3.130	3.354	2.840	2.888	.021
21. The ability to read well is a pre-requisite skill for nearly all jobs.	3.714	3.697	3.573	3.827	3.329	2.106	.077
22. Revised textbooks and curricula are necessary if a bilingual vocational program is offered.	3.534	3.438	3.600	3.572	3.000	4.130	.003
23. Remedial reading, using a one language approach, receives much better acceptance in practice than does bilingual education.	3.173	3.228	3.313	3.300	3.113	0.511	.730
24. Much confusion exists about the goals, content, and method of bilingual education.	3.832	3.475	3.634	3.881	3.329	4.327	.002
25. The increasing influx of students from Mexico into the United States has caused a crisis in providing adequate vocational programs for all students.	2.957	2.901	3.226	3.227	2.772	2.750	.027
26. Existing vocational programs do not meet the needs of limited English-ability students and consequently contribute to their high dropout rate.	2.832	2.493	2.730	2.727	2.238	3.850	.004

Table 1.--Continued

Perception Statements	Means					F-Ratio	p
	Bilingual Directors	Vocational Directors	Vocational Counselors	Secondary School Counselors	Industry Representatives		
27. Existing vocational programs are not designed to train persons with langauge and cultural differences to be gainfully employed in jobs suited to their needs.	3.018	2.642	2.643	3.000	2.306	6.188	.000
28. Assume that you are being charged with the responsibility for making the final decision of implementing an additional vocational program in your school district. Further assume that enough funds are available; you would first implement a bilingual vocational program rather than one of the traditional non-bilingual vocational programs of which cooperative, regular, pre-employment laboratories, and C.V.A.E. already exist in your school district.	2.925	2.117	2.226	2.545	2.181	9.895	.000

differences lay. It was possible to determine where the differences lay for 15 of the 19 variables. Four additional variables were statistically significant in the analysis of variance test, but when the Scheffé test was administered, it could not be detected where the differences lay.

Ten different comparisons between groups were made in order to determine the differences. They were: (1) between bilingual directors and vocational directors, (2) between bilingual directors and vocational counselors, (3) between bilingual directors and secondary school counselors, (4) between bilingual directors and industry representatives, (5) between vocational directors and vocational counselors, (6) between vocational directors and secondary school counselors, (7) between vocational directors and industry representatives, (8) between vocational counselors and secondary school counselors, (9) between vocational counselors and industry representatives, and (10) between secondary school counselors and industry representatives.

Differences in perceptions existed in six of the 10 group comparisons. Those were between the bilingual directors and vocational directors on three items, between the bilingual directors and vocational counselors on two items, between bilingual directors and industry representatives on 10 items, between vocational directors and industry representatives on four items, between vocational counselors and industry representatives on eight items, and between secondary school counselors and industry representatives on nine items.

Table 2 shows the results. These differences existed between the industry representatives and one other group in four of the six group pairings for a total of 31 items.

Section IV of the opinionnaire consisted of a seven-point semantic differential attitude scale about the concept of bilingual vocational education as held by the five groups. Descriptive statistics and analysis of variance were used to analyze these data pertaining to the first hypothesis, as shown in Table 3. Significant differences at the .05 level existed for seven of the 15 bi-polar adjectives; consequently, the Scheffé test was used to determine where the differences lay; these are shown in Table 4.

It was interesting to note that differences existed among 17 different pairings of groups for the seven variables and that the industry representatives' viewpoints were different from those of one other group in 12 of the 17 cases. Six of the 10 group comparisons showed significant differences. The bilingual directors differed from the vocational directors in two instances. The bilingual directors differed from the industry representatives in six cases. The vocational directors and vocational counselors differed in one case. The vocational directors and secondary school counselors differed in two items. The vocational directors differed from the industry representatives in one item. The secondary school counselors differed from the industry representatives in five items. Attention should be called to the fact that while there were not significant differences among the five groups with respect to bilingual vocational

Table 2.--Scheffé Test Results at the .05 Level of Significance Obtained by Comparing Means of Responses of Bilingual Directors, Vocational Directors, Vocational Counselors, Secondary School Counselors, and Industry Representatives Regarding Their Perceptions About 19 Statements Pertaining to Bilingual Vocational Education in Texas

Perception Statement Number	Comparison Between Means Obtained from	F-Ratio	p
1	Bilingual Directors and Industry Representatives	6.490	.000
1	Vocational Directors and Industry Representatives	2.431	.045
1	Vocational Counselors and Industry Representatives	5.482	.000
1	Secondary School Counselors and Industry Representatives	3.276	.011
2	Bilingual Directors and Vocational Directors	4.702	.001
2	Bilingual Directors and Vocational Counselors	3.519	.008
2	Vocational Directors and Industry Representatives	6.049	.000
2	Vocational Counselors and Industry Representatives	4.897	.001
3	Bilingual Directors and Industry Representatives	8.530	.000
3	Vocational Directors and Industry Representatives	2.680	.030
3	Vocational Counselors and Industry Representatives	3.234	.012
3	Secondary School Counselors and Industry Representatives	5.364	.000

Table 2.--Continued

Perception Statement Number	Comparison Between Means Obtained from	F-Ratio	p
5	Vocational Directors and Industry Representatives	3.896	.004
5	Vocational Counselors and Industry Representatives	4.753	.001
5	Secondary School Counselors and Industry Representatives	4.710	.001
8	Bilingual Directors and Industry Representatives	2.397	.048
9	Secondary School Counselors and Industry Representatives	3.100	.015
12	Bilingual Directors and Vocational Directors	6.230	.000
12	Bilingual Directors and Industry Representatives	6.037	.000
13	Bilingual Directors and Industry Representatives	4.251	.002
13	Vocational Counselors and Industry Representatives	2.966	.019
13	Secondary School Counselors and Industry Representatives	2.517	.040
14	(Statement 14 was statistically significant in the Analysis of Variance test, but when the Scheffé test was administered, the differences could not be detected.)		
15	Vocational Counselors and Industry Representatives	2.726	.028

Table 2.--Continued

Perception Statement Number	Comparison Between Means Obtained from	F-Ratio	p
16	(Statement 16 was statistically significant in the Analysis of Variance test, but where the Scheffé test was administered, the differences could not be detected.)		
18	Vocational Counselors and Industry Representatives	3.080	.016
18	Secondary School Counselors and Industry Representatives	3.091	.015
20	(Statement 20 was statistically significant in the Analysis of Variance test, but where the Scheffé test was administered, the differences could not be detected.)		
22	Bilingual Directors and Industry Representatives	2.889	.021
22	Vocational Counselors and Industry Representatives	3.194	.013
22	Secondary School Counselors and Industry Representatives	2.853	.023
24	Bilingual Directors and Industry Representatives	2.465	.043
24	Secondary School Counselors and Industry Representatives	2.556	.037
25	(Statement 25 was statistically significant in the Analysis of Variance test, but where the Scheffé test was administered, the differences could not be detected.)		

Table 2.--Continued

Perception Statement Number	Comparison Between Means Obtained from	F-Ratio	p
26	Bilingual Directors and Industry Representatives	3.056	.016
27	Bilingual Directors and Industry Representatives	4.579	.002
27	Secondary School Counselors and Industry Representatives	3.731	.005
28	Bilingual Directors and Vocational Directors	7.788	.000
28	Bilingual Directors and Vocational Counselors	4.845	.001
28	Bilingual Directors and Industry Representatives	4.647	.001

Table 3.--Means and F-Ratio Values Obtained from Responses of Bilingual Directors, Vocational Directors, Vocational Counselors, Secondary School Counselors, and Industry Representatives Regarding Their Attitudes About the Concept of Bilingual Vocational Education

Attitude Descriptive Adjectives	Means					F-Ratio	p
	Bilingual Directors	Vocational Directors	Vocational Counselors	Secondary School Counselors	Industry Representatives		
1. important/unimportant	3.298	3.814	3.687	3.454	3.534	1.446	.216
2. simple/complicated	4.434	4.679	4.608	4.863	4.636	0.800	.527
3. bad/good	4.819	4.160	4.278	4.872	3.715	6.904	.000
4. successful/unsuccessful	3.552	3.808	3.721	3.772	3.852	0.569	.688
5. ineffective/effective	4.459	3.814	3.800	4.363	3.193	8.209	.000
6. valuable/worthless	2.975	3.339	3.356	3.154	3.238	1.089	.361
7. weak/strong	4.093	3.598	3.469	3.963	3.068	5.792	.000
8. useful/useless	2.956	3.395	3.234	3.000	3.170	1.371	.241
9. hinder/help	4.850	4.265	4.173	4.972	3.738	7.392	.000
10. satisfying/frustrating	3.142	3.685	3.539	3.400	3.727	2.328	.054
11. efficient/inefficient	3.304	3.728	3.843	3.654	3.818	1.877	.111
12. false/true	4.434	3.870	4.008	4.245	3.454	4.353	.002
13. unnecessary/necessary	4.453	3.648	4.026	4.454	3.465	5.867	.000
14. rewarding/unrewarding	3.080	3.475	3.200	3.081	3.318	1.300	.267
15. productive/unproductive	3.105	3.574	3.208	3.109	3.443	1.868	.113

Table 4.--Scheffé Test Results at the .05 Level of Significance Obtained by Comparing the Means of Responses of Bilingual Directors, Vocational Directors, Vocational Counselors, Secondary School Counselors, and Industry Representatives Regarding Their Attitudes About the Concept of Bilingual Vocational Education

Attitude Bi-Polar Adjective Number	Comparison Between Means Obtained from	F-Ratio	p
3	Bilingual Directors and Industry Representatives	4.557	.002
3	Secondary School Counselors and Industry Representatives	4.299	.002
5	Bilingual Directors and Vocational Directors	2.379	.049
5	Bilingual Directors and Industry Representatives	6.467	.000
5	Secondary School Counselors and Industry Representatives	4.746	.001
7	Bilingual Directors and Industry Representatives	4.594	.002
7	Secondary School Counselors and Industry Representatives	3.012	.017
9	Bilingual Directors and Industry Representatives	4.536	.002
9	Secondary School Counselors and Industry Representatives	4.797	.001
10	Vocational Directors and Vocational Counselors	3.613	.006
10	Vocational Directors and Secondary School Counselors	2.466	.043
10	Vocational Directors and Industry Representatives	4.563	.002

Table 4.--Continued

Attitude Bi-Polar Adjective Number	Comparison Between Means Obtained from	F-Ratio	p
13	Bilingual Directors and Industry Representatives	3.681	.006
14	Bilingual Directors and Vocational Directors	3.063	.016
14	Bilingual Directors and Industry Representatives	3.245	.012
14	Vocational Directors and Secondary School Counselors	2.492	.041
14	Secondary School Counselors and Industry Representatives	2.795	.025

education being successful/unsuccessful, that there were significant differences among three groups when responding to bilingual vocational education being ineffective/effective. There were also significant differences with regard to bad/good, weak/strong, hinder/help, satisfying/frustrating, false/true, and unnecessary/necessary. Agreement existed also with regard to important/unimportant, simple/complicated, valuable/worthless, useful/useless, efficient/inefficient, rewarding/unrewarding, and productive/unproductive.

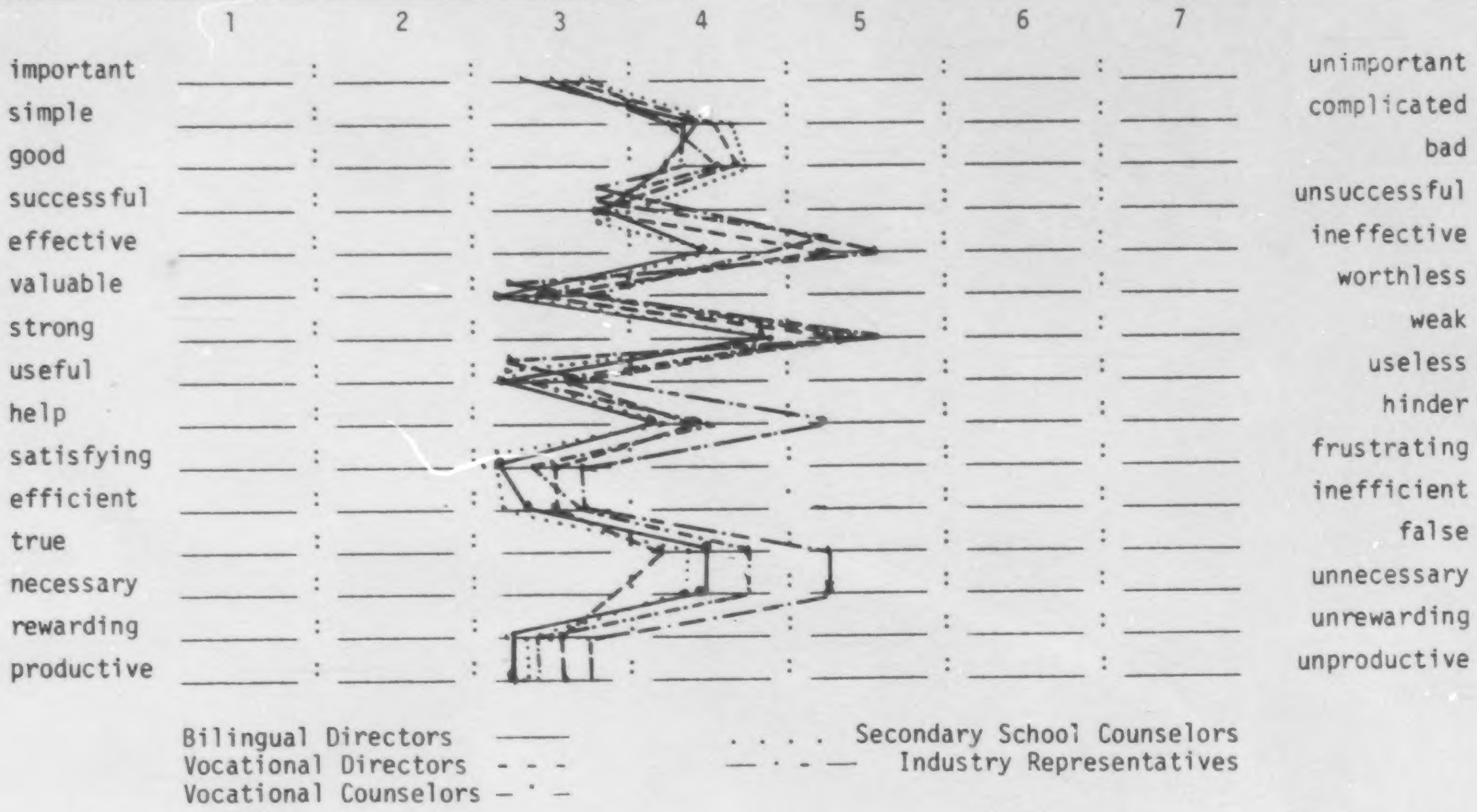
Tables 5, 6, 7, 8, and 9 in Appendix F show the percent of responses for each level of the seven-point descriptive scale on the attitude about the concept of bilingual vocational education held by each of the five respondent groups. From inspection of these tables it is evident that while responses tended to cluster toward the center of the scale, that the industry representative group tended to hold a more extreme viewpoint. This was further borne out by the statistical findings reported earlier. Figure 3 shows a profile comparison of the mean responses of the five groups.

Objective Two

This objective was designed to determine the meaning of the concept, "bilingual vocational education," held by bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives.

Descriptive statistics and analysis of variance were used to achieve this hypothesis. Using the yes/no responses of variable 66

Figure 1.--Profile Comparison of Mean Responses of Bilingual Directors, Vocational Directors, Vocational Counselors, Secondary School Counselors, and Industry Representatives About the Concept of Bilingual Vocational Education



of the opinionnaire, this information was established. The question to which the five groups were asked to respond was:

> As you responded to the questions about bilingual vocational education on the opinionnaire, do you believe that the descriptive example given in the information section of Page 2 accurately describes the concept of bilingual vocational education?

Space was provided for respondents to comment, react, or enclose their own meaning about the bilingual vocational education concept. Table 10 shows the results obtained from the five groups. The comments and reactions are found in the appendices.

Hypothesis Two

The null hypothesis was that there are no differences between the perceptions of bilingual program directors of federally-funded programs and bilingual program directors of state-funded programs. It was statistically tested for each of the 28 perceptions statement variables and each of the 15 semantic differential scale bi-polar adjectives.

In 14 of the 28 perception statements, significant differences existed. What is interesting and surprising is that significant differences beyond the .001 level existed in 14 of the 15 variables on the semantic differential scale between the two groups of directors. The simple/complicated bi-polar adjective continuum was the only one where some agreement was evident. Tables 10 and 11 in Appendix G display the means of perception statements and bi-polar descriptive adjectives.

Objective Three, Hypothesis Three

This objective was designed to determine opinions held concerning 15 selected issues pertaining to bilingual vocational education as perceived by the five groups. The null hypothesis tested was that there are no differences among perceptions of the five groups concerning selected issues pertaining to bilingual vocational education programs.

Chi-square was used to test the null hypothesis. It may be seen in Table 12 that significant differences were found to exist among the five respondent groups with respect to seven of the 15 selected issues.

Table 13 shows which groups were significantly different at the .05 level of significance. Ten different comparisons between groups were made in order to determine those differences. They were: (1) between bilingual directors and vocational directors, (2) between bilingual directors and vocational counselors, (3) between bilingual directors and secondary school counselors, (4) between bilingual directors and industry representatives, (5) between vocational directors and vocational counselors, (6) between vocational directors and secondary school counselors, (7) between vocational directors and industry representatives, (8) between vocational counselors and secon-

Table 12.--Chi-Square Distribution for Selected Issues Pertaining to the Need for Bilingual Vocational Education As Perceived by Bilingual Directors, Vocational Directors, Vocational Counselors, Secondary School Counselors, and Industry Representatives in Texas

Issue Questions	X^2	p	df
1. Do language difficulties of Spanish-speaking students in your area contribute to their getting low level jobs?	27.635	.000	4
2. Do language difficulties of Spanish-speaking students in your area contribute to many of them attaining a low level of education?	28.687	.000	4
3. Do educationally disadvantaged students, those with academic, socioeconomic, or cultural handicaps, in your school district tend to drop out early?	2.427	.661	4
4. Does the need for programs for educationally disadvantaged students exist at the elementary level more than at the secondary level?	10.748	.030	4
5. Do the short-range or long-range plans for vocational education in your school district include bilingual programs?	21.126	.001	4
6. Should bilingual and prevocational programs at the elementary level be integrated?	7.847	.097	4
7. Should bilingual and vocational programs at the secondary level be integrated?	12.245	.016	4

Table 12.--Continued

Issue Questions	X^2	p	df
8. Should teachers be required to receive special training, if bilingual vocational programs are established?	9.846	.043	4
9. Should special certification be required to teach in bilingual vocational programs, if such programs are established?	3.621	.538	4
10. Should Spanish and English be used as a means of communication in the classroom among the students?	22.362	.000	4
11. Should the bilingual student be enrolled in a separate bilingual vocational program and not one of the traditional vocational programs?	3.753	.558	4
12. Do Spanish-speaking students with limited ability in English receive any benefit from traditional school programs?	3.448	.512	4
13. Would the students in a bilingual vocational program be able to develop the ability to transfer thought from Spanish to English through techniques acquired from working with a word-skills program?	2.847	.587	4
14. Is it essential that a bilingual vocational program be developed and implemented to enable educationally disadvantaged Spanish-speaking students to make the Spanish to English transition more rapidly and to develop a salable skill at the same time?	6.457	.167	4

Table 12.--Continued

Issue Questions	X^2	p	df
15. Will the dropout rate be decreased if bilingual vocational programs become part of the secondary school curriculum?	9.415	.051	4

Table 13.--Chi-Square Comparison of Groups Regarding Selected Issues Pertaining to the Need for Bilingual Vocational Education

Issue Question Number	Comparisons Between Groups Obtained from	X^2	p	df
1	Bilingual Directors and Vocational Directors	24.541	.000	1
1	Bilingual Directors and Vocational Counselors	9.502	.003	1
1	Bilingual Directors and Industry Representatives	7.504	.006	1
1	Vocational Directors and Secondary School Counselors	6.356	.011	1
2	Bilingual Directors and Vocational Directors	24.571	.000	1
2	Bilingual Directors and Vocational Counselors	11.771	.001	1
2	Bilingual Directors and Secondary School Counselors	4.790	.027	1
2	Bilingual Directors and Industry Representatives	9.968	.002	1
2	Vocational Directors and Secondary School Counselors	4.790	.027	1
4	Bilingual Directors and Vocational Directors	8.168	.004	1
4	Bilingual Directors and Secondary School Counselors	3.773	.049	1
5	Bilingual Directors and Industry Representatives	8.707	.003	1
5	Vocational Directors and Industry Representatives	13.492	.000	1

Table 13.--Continued

Issue Question Number	Comparisons Between Groups Obtained from	X^2	p	df
5	Vocational Counselors and Industry Representatives	15.009	.000	1
5	Secondary School Counselors and Industry Representatives	6.878	.008	1
7	Bilingual Directors and Vocational Directors	4.726	.028	1
7	Vocational Directors and Secondary School Counselors	8.626	.003	1
7	Vocational Counselors and Industry Representatives	5.118	.002	1
8	Vocational Directors and Secondary School Counselors	6.717	.009	1
8	Vocational Counselors and Industry Representatives	5.258	.020	1
10	Bilingual Directors and Vocational Directors	15.123	.000	1
10	Bilingual Directors and Vocational Counselors	13.835	.000	1
10	Bilingual Directors and Secondary School Counselors	5.396	.019	1
10	Bilingual Directors and Industry Representatives	10.367	.001	1

dary school counselors, (9) between vocational counselors and industry representatives, and (10) between secondary school counselors and industry representatives.

There were 24 group pairings that indicated significant differences. These occurred in eight of the 10 possible comparisons between groups. They were between the bilingual directors and vocational directors on five items, between the bilingual directors and vocational counselors in three cases, between the bilingual directors and secondary school counselors in three cases, between the bilingual directors and industry representatives on four items, between vocational directors and secondary school counselors in four cases, between vocational directors and industry representatives in one case, between vocational counselors and industry representatives in three cases, and between secondary school counselors and industry represen-tatives in one case. Four of these eight comparisons involved industry representatives and another four involved bilingual directors.

It was between vocational directors and vocational counselors and between vocational counselors and secondary school counselors that no differences were shown to exist.

Objective Four, Hypothesis Four

This objective was designed to determine the extent of agreement and disagreement concerning the need for bilingual vocational education programs as perceived by bilingual directors, vocational counselors, and secondary school counselors with vocational education teaching experience and bilingual directors, vocational counselors, and secondary school counselors without vocational education teaching experience. The null hypothesis tested was that there are no differences among the perceptions of bilingual directors, vocational counselors, and secondary school counselors with vocational education teaching experience and bilingual directors, vocational counselors, and secondary school counselors without vocational education teaching experience. The responses to variable 64 in the background information section of the opinionnaire provided this information, categorizing the teaching experience into general education, bilingual education, and vocational education.

Table 14 shows the Chi-square distribution for selected issues regarding the need for bilingual vocational education as perceived by 10 bilingual directors with vocational education teaching experience and 151 bilingual directors without vocational education teaching experience.

Differences between bilingual directors with teaching experience in vocational education and those without such experiences existed

Table 14.--Chi-Square Distribution for Selected Issues Pertaining to the Need for Bilingual Vocational Education as Perceived by 10 Bilingual Directors With Vocational Education Teaching Experience and 151 Bilingual Directors Without Vocational Education Teaching Experience

Issue Questions	X^2	p	df
1. Do language difficulties of Spanish-speaking students in your area contribute to their getting low level jobs?	3.073	.076	1
2. Do language difficulties of Spanish-speaking students in your area contribute to many of them attaining a low level of education?	4.508	.032	1
3. Do educationally disadvantaged students, those with academic, socioeconomic, or cultural handicaps, in your school district tend to drop out early?	0.124	.725	1
4. Does the need for programs for educationally disadvantaged students exist at the elementary level more than at the secondary level?	1.539	.212	1
5. Do the short-range or long-range plans for vocational education in your school district include bilingual programs?	0.494	.511	1
6. Should bilingual and prevocational programs at the elementary level be integrated?	0.273	.026	1
7. Should bilingual and vocational programs at the secondary level be integrated?	4.891	.026	1

Table 14.--Continued

Issue Questions	X^2	p	df
8. Should teachers be required to receive special training, if bilingual vocational programs are established?	0.025	.870	1
9. Should special certification be required to teach in bilingual vocational programs, if such programs are established?	0.787	.621	1
10. Should Spanish and English be used as a means of communication in the classroom among the students?	0.054	.811	1
11. Should the bilingual student be enrolled in a separate bilingual vocational program and not one of the traditional vocational programs?	0.000	.987	1
12. Do Spanish-speaking students with limited ability in English receive any benefit from traditional school programs?	0.024	.872	1
13. Would the students in a bilingual vocational program be able to develop the ability to transfer thought from Spanish to English through techniques acquired from working with a word-skills program?	0.198	.661	1
14. Is it essential that a bilingual vocational program be developed and implemented to enable educationally disadvantaged Spanish-speaking students to make the Spanish to English transition more rapidly and to develop a salable skill at the same time?	4.130	.040	1

Table 14.--Continued

Issue Questions	X^2	p	df
15. Will the dropout rate be decreased if bilingual vocational programs become part of the secondary school curriculum?	1.774	.180	1

for five perception statements as shown in Table 15 in Appendix L. The directors with teaching experience in vocational education showed consistency in their responses, although ultimately disagreeing with the need for bilingual vocational education. The five items were those dealing with school districts' goals for vocational education, helping a student feel a need for English, remedial reading receiving much better acceptance than vocational education, vocational programs not being designed to train persons with language and cultural differences, and that a bilingual vocational education program would be implemented first rather than a traditional one if charged with the responsibility of making a final decision for implementing a new program.

Differences between these groups of directors with and without vocational teaching experience also existed with respect to eight of the 15 bi-polar adjectives shown in Table 16 in Appendix H. What was interesting to note was that in all eight cases those directors with vocational teaching experience responded to the more negative side of the scale. Furthermore, those eight bi-polar adjectives reflected the worth of bilingual vocational education. They were important/unimportant, good/bad, valuable/worthless, useful/useless, satisfying/frustrating, efficient/inefficient, rewarding/unrewarding, and productive/unproductive.

Thirty-three vocational counselors with vocational education teaching experience and 82 vocational counselors without vocational education teaching experience were examined. Table 17 shows that

Table 17.--Chi-Square Distribution for Selected Issues Pertaining to the Need for Bilingual Vocational Education as Perceived by 33 Vocational Counselors With Vocational Education Teaching Experience and 82 Vocational Counselors Without Vocational Education Teaching Experience

Issue Questions	X^2	p	df
1. Do language difficulties of Spanish-speaking students in your area contribute to their getting low level jobs?	0.018	.889	1
2. Do language difficulties of Spanish-speaking students in your area contribute to many of them attaining a low level of education?	0.946	.000	1
3. Do educationally disadvantaged students, those with academic, socioeconomic, or cultural handicaps, in your school district tend to drop out early?	0.010	.918	1
4. Does the need for programs for educationally disadvantaged students exist at the elementary level more than at the secondary level?	0.848	.639	1
5. Do the short-range or long-range plans for vocational education in your school district include bilingual programs?	0.171	.682	1
6. Should bilingual and prevocational programs at the elementary level be integrated?	0.180	.674	1
7. Should bilingual and vocational programs at the secondary level be integrated?	12.492	.000	1

Table 17.--Continued

Issue Questions	X^2	p	df
8. Should teachers be required to receive special training, if bilingual vocational programs are established?	16.616	.000	1
9. Should special certification be required to teach in bilingual vocational programs, if such programs are established?	0.030	.855	1
10. Should Spanish and English be used as a means of communication in the classroom among the students?	0.427	.520	1
11. Should the bilingual students be enrolled in a separate bilingual vocational program and not one of the traditional vocational programs?	67.523	.000	1
12. Do Spanish-speaking students with limited ability in English receive any benefit from traditional school programs?	0.001	.977	1
13. Would the students in a bilingual vocational program be able to develop the ability to transfer thought from Spanish to English through techniques acquired from working with a word-skills program?	37.484	.000	1
14. Is it essential that a bilingual vocational program be developed and implemented to enable educationally disadvantaged Spanish-speaking students to make the Spanish to English transition more rapidly and to develop a salable skill at the same time?	0.360	.555	1

Table 17.--Continued

Issue Questions	X^2	p	df
15. Will the dropout rate be decreased if bilingual vocational programs become part of the secondary school curriculum?	0.004	.948	1

significant differences at the .001 level of significance existed with respect to issues 2, 7, 8, 12, and 13. Table 18 (Appendix H) shows that only two perception statements were significant. One was that "since English is the primary language of the state, the adjustment in Texas must necessarily be the learning of English by the Spanish-speaking group." In both cases, vocational counselors with teaching experience agreed more strongly with the statements. As shown in Table 19 in Appendix H, no significant differences existed between vocational counselors with vocational education teaching experience regarding the 15 bi-polar descriptive attitude scale adjectives in regard to their perceptions about the concept of bilingual vocational education.

As shown in Table 20, no significant differences existed between the secondary school counselors with vocational education teaching experience and secondary school counselors without vocational education teaching experience.

Only one perception statement of the secondary school counselor group reported in Table 21 in Appendix H showed any significant difference. This was the variable concerning the use of technical terms commonly used on-the-job.

No significant differences between secondary school counselors with vocational education teaching experience and secondary school counselors without vocational education teaching experience existed in regard to the 15 bi-polar descriptive attitude scale adjectives. These data are displayed in Table 22 in Appendix H.

Table 20.--Chi-Square Distribution for Selected Issues Pertaining to the Need for Bilingual Vocational Education as Perceived by 11 Secondary School Counselors With Vocational Education Teaching Experience and 99 Secondary School Counselors Without Vocational Education Teaching Experience

Issue Questions	X^2	p	df
1. Do language difficulties of Spanish-speaking students in your area contribute to their getting low level jobs?	0.404	.532	1
2. Do language difficulties of Spanish-speaking students in your area contribute to many of them attaining a low level of education?	1.958	.158	1
3. Do educationally disadvantaged students, those with academic, socioeconomic, or cultural handicaps, in your school district tend to drop out early?	0.170	.683	1
4 Does the need for programs for educationally disadvantaged students exist at the elementary level more than at the secondary level?	0.004	.946	1
5. Do the short-range or long-range plans for vocational education in your school district include bilingual programs?	0.022	.877	1
6. Should bilingual and prevocational programs at the elementary level be integrated?	1.767	.180	1
7. Should bilingual and vocational programs at the secondary level be integrated?	2.984	.080	1

Table 20.--Continued

	Issue Questions	X^2	p	df
8.	Should teachers be required to receive special training, if bilingual vocational programs are established?	0.254	.620	1
9.	Should special certification be required to teach in bilingual vocational programs, if such programs are established?	0.080	.774	1
10.	Should Spanish and English be used as a means of communication in the classroom among the students?	0.065	.794	1
11.	Should the bilingual students be enrolled in a separate bilingual vocational program and not one of the traditional vocational programs?	0.480	.504	1
12.	Do Spanish-speaking students with limited ability in English receive any benefit from traditional school programs?	0.031	.854	1
13.	Would the students in a bilingual vocational program be able to develop the ability to transfer thought from Spanish to English through techniques acquired from working with a word-skills program?	0.737	.604	1
14.	Is it essential that a bilingual vocational program be developed and implemented to enable educationally disadvantaged Spanish-speaking students to make the Spanish to English transition more rapidly and to develop a salable skill at the same time?	2.546	.106	1

Table 20.--Continued

Issue Questions	X^2	p	df
15. Will the dropout rate be decreased if bilingual vocational programs become part of the secondary school curriculum?	0.404	.532	1

Objective Five, Hypothesis Five

Objective four was to determine the extent of agreement and disagreement concerning the need for bilingual vocational education programs as perceived by bilingual directors and secondary school counselors with world-of-work experience and bilingual directors and secondary school counselors without world-of-work experience. The null hypothesis tested was that there are no differences between the perceptions of bilingual directors and secondary school counselors with world-of-work experience. The responses to variable 65 in the background information section of the opinionnaire provided this information. World-of-work experience was categorized into (1) managerial, (2) professional, (3) clerical, (4) technician, (5) sales, (6) semiskilled, (7) skilled, and (8) unskilled.

Table 23 in Appendix I shows the Chi-square distribution for selected issues regarding the need for bilingual vocational education. No significant differences between the 113 bilingual directors with world-of-work experience and the 48 bilingual directors without world-of-work experience existed.

Analysis of variance was used to test both the perception statements and the bi-polar descriptive attitude scale adjectives. Table 24 in Appendix I shows that only with respect to perception statement 12 did a significant difference exist between bilingual directors with world-of-work experience and bilingual directors without world-of-work experience in regard to the need for bilingual vocational education. Perception statement 12 referred to the aim of bilingual vocational education as that of creating functionally literate individuals in both Spanish and English by capitalizing on the linguistic skills the Spanish-speaking students already have.

The only one of the 15 bi-polar descriptive attitude scale adjectives to which the bilingual directors with world-of-work experience and the bilingual directors without world-of-work experience reacted significantly different was the false/true pair. The degree to which the two groups of directors reacted similarly is reflected in Table 25 in Appendix I.

Table 26 in Appendix I shows the Chi-square distribution for selected issues regarding the need for bilingual vocational education as perceived by 84 secondary school counselors with world-of-work experience and 26 secondary school counselors without world-of-work experience. No significant differences were found to exist between these two groups.

Significant differences between secondary school counselors with world-of-work experience and secondary school counselors without world-of-work experience existed with respect to only four perception statements as shown in Table 27 in Appendix I. These were: (1) helping a student feel a need for using English is an important step in teaching bilingual students, (2) beginning the kind of programs that are effective with the Spanish-speaking educationally disadvantaged will require more teachers, more teacher-training programs, and new materials, (3) revised textbooks and curricula are necessary if a bilingual vocational program is offered, and (4) much confusion exists about the goals, content, and method of bilingual education.

Only one variable among the 15 bi-polar descriptive attitude scale adjectives about bilingual vocational education reflected a significant difference in responses between the two groups of secondary school counselors. This was the false/true adjective pair. The relatively high level of agreement for the other 14 items is reflected in Table 28 in Appendix I.

Objective Six, Hypothesis Six

Objective five was designed to determine if a relationship existed between the perception of need for bilingual vocational education programs as expressed by bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives and the percent of Spanish-speaking students in the school districts in or with which respondents work. The null hypothesis tested was that a relationship does not exist between the need for bilingual vocational education as perceived by each of the five groups and the percent of Spanish-speaking students in the school districts in or with which respondents work.

The Chi-square routine was used to test this hypothesis. Using the yes/no responses of variable 14 in the opinionnaire, "Is it essential that a bilingual vocational education program be developed and implemented to enable educationally disadvantaged Spanish-speaking students to make the Spanish to English transition more rapidly and to develop a salable skill at the same time?", each responding group was tested separately. The percentages of Spanish-speaking students for each school district included in the study were obtained from the Texas Education Agency 1975-76 state/county/region/district enrollment figures and percentages. To simplify analysis of data further, the percentages were divided into 10 categories: (1) 0-10 percent, (2) 11-20 percent, (3) 21-30 percent, (4) 31-40 percent, (5) 41-50 percent, (6) 51-60 percent, (7) 61-70 percent, (8) 71-80 percent, (9) 81-90 percent, and (10) 91-100 percent.

Significant differences in the relationship between the need for bilingual vocational education as perceived by each of the groups and the percent of Spanish-speaking students in the corresponding school districts did not exist when data from the vocational director, vocational counselor, secondary school counselor, and industry representative groups were analyzed. The only group showing a significant difference was that of the bilingual director. Tables 29, 30, 31, 32, and 33 show the Chi-square results and appear as Appendix J.

Summary of Comments and Reactions from Respondents

A surprising number of respondents in the study took time to make comments about bilingual vocational education. While a relatively small percent of people made comments, the intensity of feelings either for or against the concept of bilingual vocational education was surprising and somewhat disturbing. Below is a summary of comments and reactions volunteered by 142 respondents from all five groups. The actual comments themselves appear as Appendix L.

The 142 comments represent 22 percent of the 636 total respondents. The four education groups had comparatively similar percentages of respondents commenting with the bilingual director group having 22 percent, the vocational director group having 20 percent, the vocational counselor group having 23 percent, and the secondary school counselor group having 17 percent. On the other hand, it was interesting to note that 33 percent of the industry representative group, the group with the lowest percent of returned opinionnaires, had comments.

The federal bilingual group had only seven comments and indicated an overall positive attitude about the bilingual vocational education concept. However, two respondents seemed to have misinterpreted the concept. One commented to the concept as being that of learning of Spanish; the other was thinking of an integrated program in terms of ethnicity.

The state bilingual education group had 28 comments; therefore, totaling 35 of the number of comments in the entire bilingual director group. Of the 28 responding, six were superintendents, five were assistant superintendents, five were principals, three were directors of elementary education, three were administrative assistants, three were curriculum directors, two were directors of special services, and one was federal program director.

In contrast to the federal bilingual directors, this group had an overall negative attitude about their perceptions about bilingual vocational education. Twelve of the comments can be labeled as being negative, while four of the 28 seemed to be in favor. In the remaining comments, the respondents seemed hesitant in expressing their views; but did, however, indicate that they either did not feel knowledgeable or qualified about the subject or that possibly were doing an injustice to the study if they responded. Most, though, did favor bilingual programs in the elementary grades. One respondent commented on applying the language skills in only Spanish.

Of the five commenting groups, the vocational director group expressed the most negative attitude and intensely held feelings about bilingual vocational education. This was clearly evident in the manner of expressing their opinions. While most of the comments were negative, some indicated in favor of bilingual education in the elementary grades. A few comments indicated some misinterpretations about the objective of the bilingual vocational education concept; for example, that the language used should be English. Other respondents indicated that their hesitancy in answering the opinionnaire was due to their feeling inadequate because of the low percentage of bilingual students in their school districts. There was a total of 32 comments.

The vocational counselor group consisted of 27 comments which ranged in all directions. Two indicated preference for bilingual education in the elementary grades. Three indicated that due to the low percentage of bilingual students in their districts, no problems were encountered. One comment indicated that the concentration should be in adult programs in order that they teach English to their children. Five comments favored the use of bilingual vocational education, while three were negative. Other comments expressed interest in the teaching of basic fundamentals rather than langauge, using funds for more classroom space, giving English-speaking students the same opportunities, and establishing programs for Vietnamese. One other comment expressed that first the needs of the United States should be met before meeting the needs of the rest of the world.

The secondary school counselors' comments included 19 altogether. Nine indicated a negative reaction about the concept while four expressed a positive one. Several stated that there was a low percentage of bilingual students in their school districts; therefore, they had no knowledge about the subject. One comment indicated a misinterpretation about the concept as it suggested that this country was not rich enough to adopt Mexico.

Twenty-nine comments or reactions were volunteered by the industry representative group. Ten of the comments indicated a completely negative attitude while five indicated a favorable one. The remaining comments varied from opinions such as training of parents, initiating more reading programs, concentration at the elementary grades, language problems existing with adults to comments indicating no existing problems due to a low percentage of bilingual students.

Biographical Data

Table 34 in Appendix K presents biographical data giving the number and percent of responses from 161 bilingual directors. The background information was derived from eight questions in the background section of the opinionnaire.

The first question dealt with years in teaching and was divided into eight categories. Zero to two and three to five years ranged low with one percent while the over 21 years teaching ranged the highest with 46 percent responding. The years in the present position ranged from two percent with 13 to 15 years to 34 percent with one to three years. Respondents in the present school district ranged from a low of four percent with 15 to 17 years to a high of 23 percent in the over 21 years category.

The types of school districts involved in the study were divided into four categories with 17 percent predominantly urban, 40 percent predominantly rural, 35 percent both urban and rural and eight percent other.

The person perceived as exerting the greatest influence upon the vocational curriculum ranged from the curriculum directors in one percent of the responses through the vocational directors in 27 percent of the responses to the superintendents in 39 percent of the cases.

The major teaching area concentration of each respondent was divided into three different categories. Those with bilingual education ranged low with four percent, vocational education was six percent, and general education was 84 percent.

The outside work experience was divided into eight categories with the skilled ranking lowest with two percent, unskilled at three percent, semiskilled at five percent, technician and professional at seven percent each, sales at 12 percent, and managerial at 25 percent. No response was received from 29 percent. This was interpreted to mean that they had no outside experience.

Table 35 in Appendix O presents biographical data giving the number and percent of responses from 162 vocational directors. The first question dealt with years in teaching and was divided into eight categories. Zero to two and three to five years ranged low with one percent and again as the bilingual director group, this group ranged highest with the over 21 years teaching.

One percent of the vocational directors were in the 13 to 15 years in the present position. The concentration appeared in the one to three years with 39 percent and four to six years with 33 percent.

Years of vocational directors in the present school district was comparatively even throughout. The zero to two years was seven percent, three to five years was 16 percent, six to eight years was 17 percent, nine to 11 years was 12 percent, 12 to 14 years was five percent, 15 to 17 years was 10 percent, 18 to 20 years was eight percent, and the over 21 years was 19 percent.

The fourth question regarding the type of school district ranged from 28 percent in the predominantly urban, 19 percent in the predominantly rural, and 46 percent in the both rural and urban school districts.

The person who exerted the greatest influence upon the vocational curriculum ranged from one percent with the secondary school principal, 22 percent with the superintendent to 52 percent with the vocational director.

The major teaching area concentration of each respondent was divided into three categories. General education had 19 percent and vocational education had 75 percent. Bilingual education had none.

The outside work experience was divided into eight categories with two percent being unskilled, four percent being clerical, six percent skilled, seven percent professional, 10 percent technician, 14 percent sales, and 20 percent managerial.

Table 36 in Appendix K presents biographical data from 115 vocational counselors giving the number and percent of responses

The years in teaching question was comparatively close in range, except for the zero to two years which was one percent. The remaining ranged from 12 to 14 years and 18 to 20 years with 10 percent. The highest age group was the nine to 11 years with 20 percent.

The years in the present position ranged from two percent in the over 15 and 13 to 15 years to 54 percent in the one to three years. The years in the present school district ranged from two percent with 18 to 20 years to 22 percent with three to five years.

The type of school districts involved in the study was divided into four categories with 30 percent predominantly urban, 23 percent predominantly rural, and 40 percent both urban and rural.

The person who exerted the greatest influence upon the vocational curriculum was perceived to be the vocational directors as they had 43 percent. The superintendents had 25 percent and the advisory committee and secondary school principal were the lowest with two percent.

The major teaching area concentration of each respondent was divided into three categories with 66 percent having general education, 29 percent having vocational education, and two percent having bilingual education.

The outside work experience was divided into eight categories with two percent being unskilled, three percent being semiskilled, and five percent being technicians. Ten percent were skilled, and 17 percent were in sales, 22 percent were clerical, and 26 percent were managerial.

Table 37 in Appendix K presents biographical data giving the number and percent of responses from 110 secondary school counselors. The following summary discusses the pertinent background information.

In the years in teaching responses, the zero to two years had three percent which was the lowest. The over 21 years in teaching was the highest with 25 percent. The years in present position ranged from three percent with the 13 to 15 years to 35 percent with the one to three years. Incidentally, this is comparatively close to the bilingual director group. Respondents in the present school district ranged from four percent with 18 to 20 years to 16 percent with six to eight and nine to 11 year categories.

The types of school districts were 23 percent predominantly rural, 25 percent predominantly urban, and 48 percent both urban and rural.

The influence exerted upon the vocational curriculum was highest with the superintent, with 38 percent, but very close was the vocational director with 36 percent. The advisory committee was the lowest with zero percent.

The major teaching area was highest with general education with 86 percent, vocational education was next with 10 percent, and bilingual education was lowest with one percent.

The outside work experience was lowest with the technicians and semiskilled with two percent, unskilled with five percent, sales with six percent, managerial with 10 percent, and professional with 15 percent. The highest was the clerical category with 28 percent.

Figures 2, 3, 4, 5, 6, 7, 8 , and 9 show a visual profile comparison of the percent of responses of bilingual directors, vocation directors, vocational counselors, and secondary school counselors regarding their biographical background as it appears on Tables 34, 35, 36, and 37 (Appendix K).

Other Findings

Although no statistical analysis was done on the data obtained from the visitations made to the San Antonio, Brownsville, and

Figure 2.--Number of Years in Teaching of Bilingual Directors, Vocational Directors, Vocational Counselors, and Secondary School Counselors

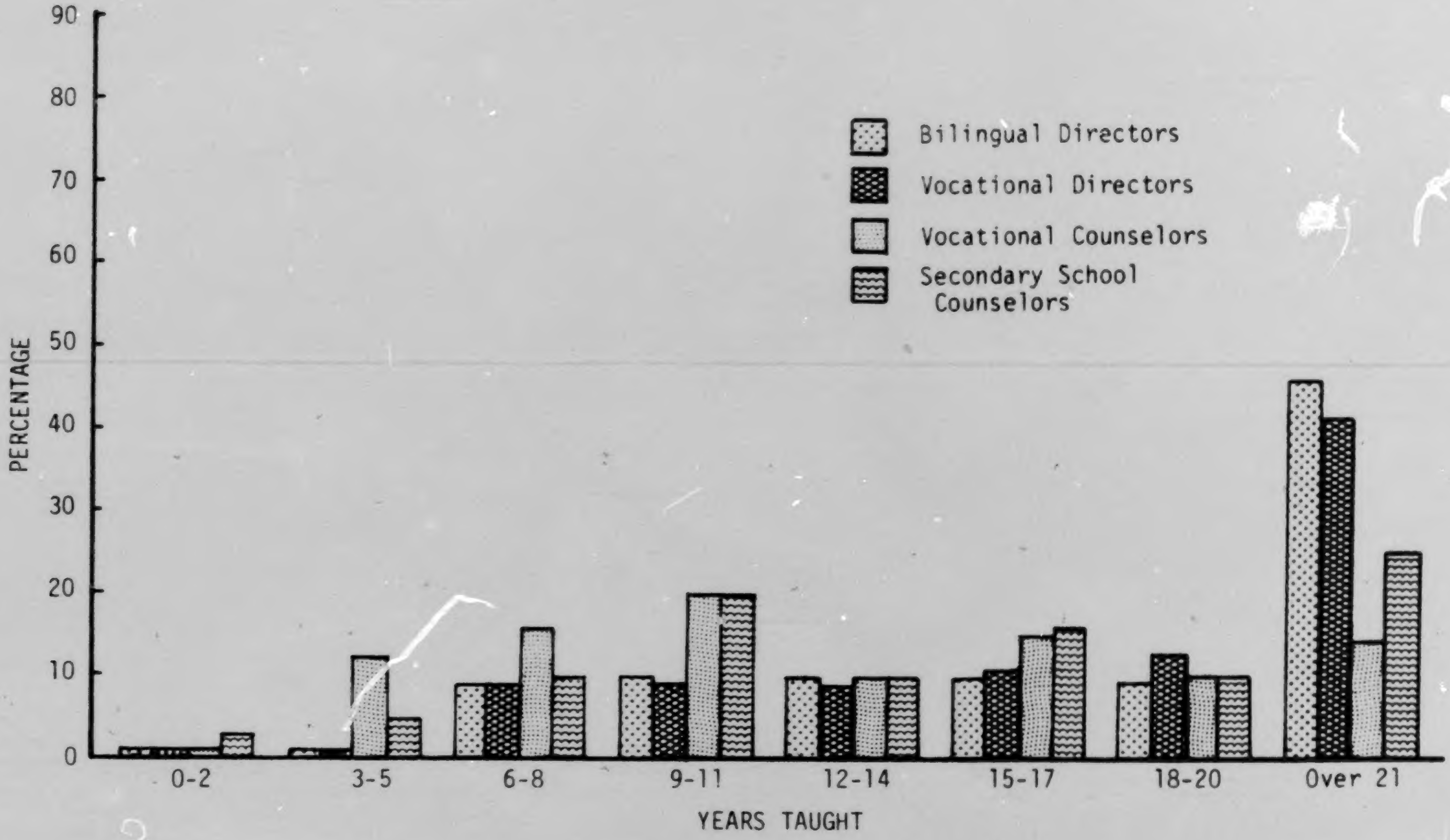


Figure 3.--Number of Years Employed in Present Position for Bilingual Directors, Vocational Directors, Vocational Counselors, and Secondary School Counselors

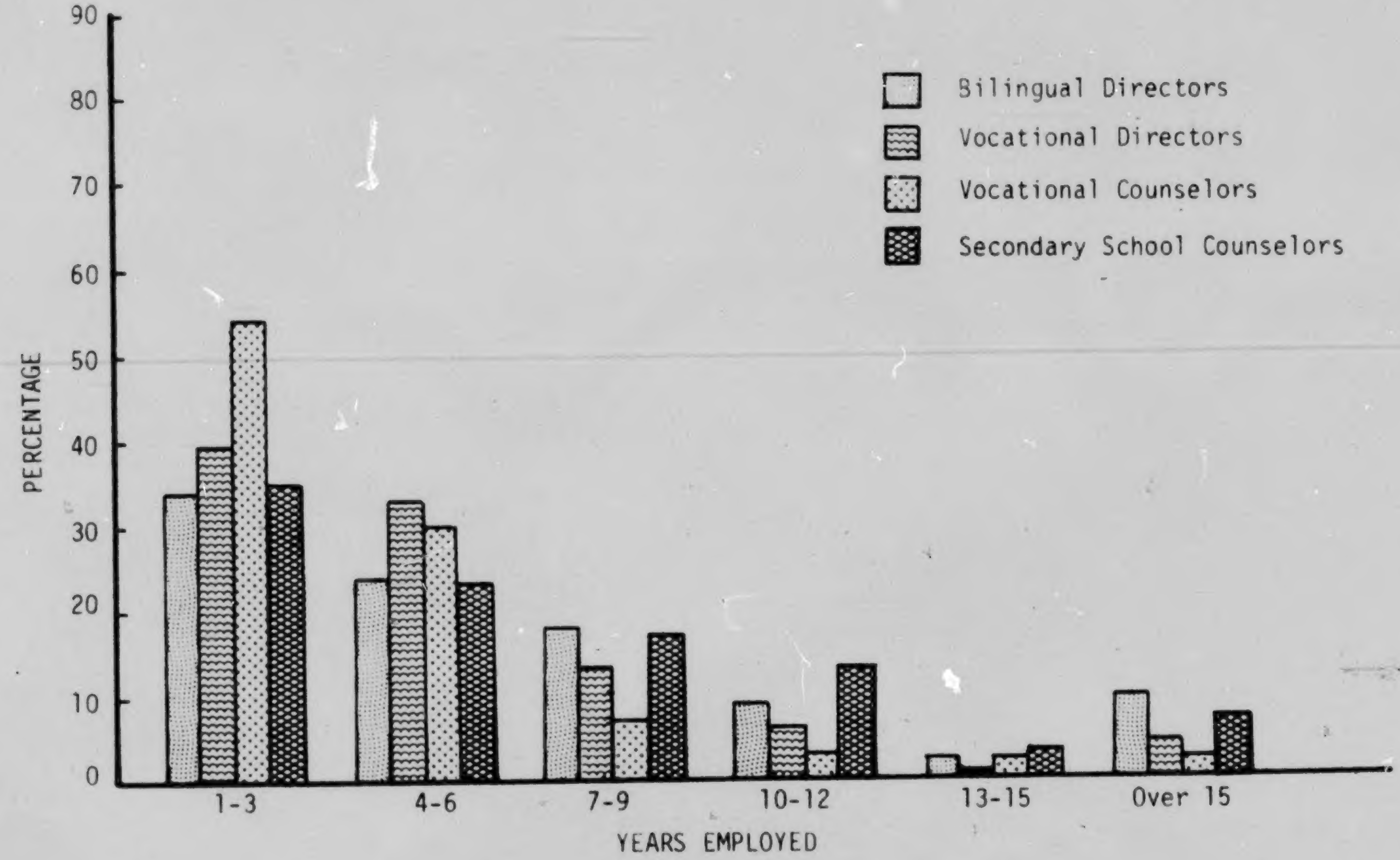


Figure 4.--Number of Years Employed in Present School District for Bilingual Directors, Vocational Directors, Vocational Counselors, and Secondary School Counselors

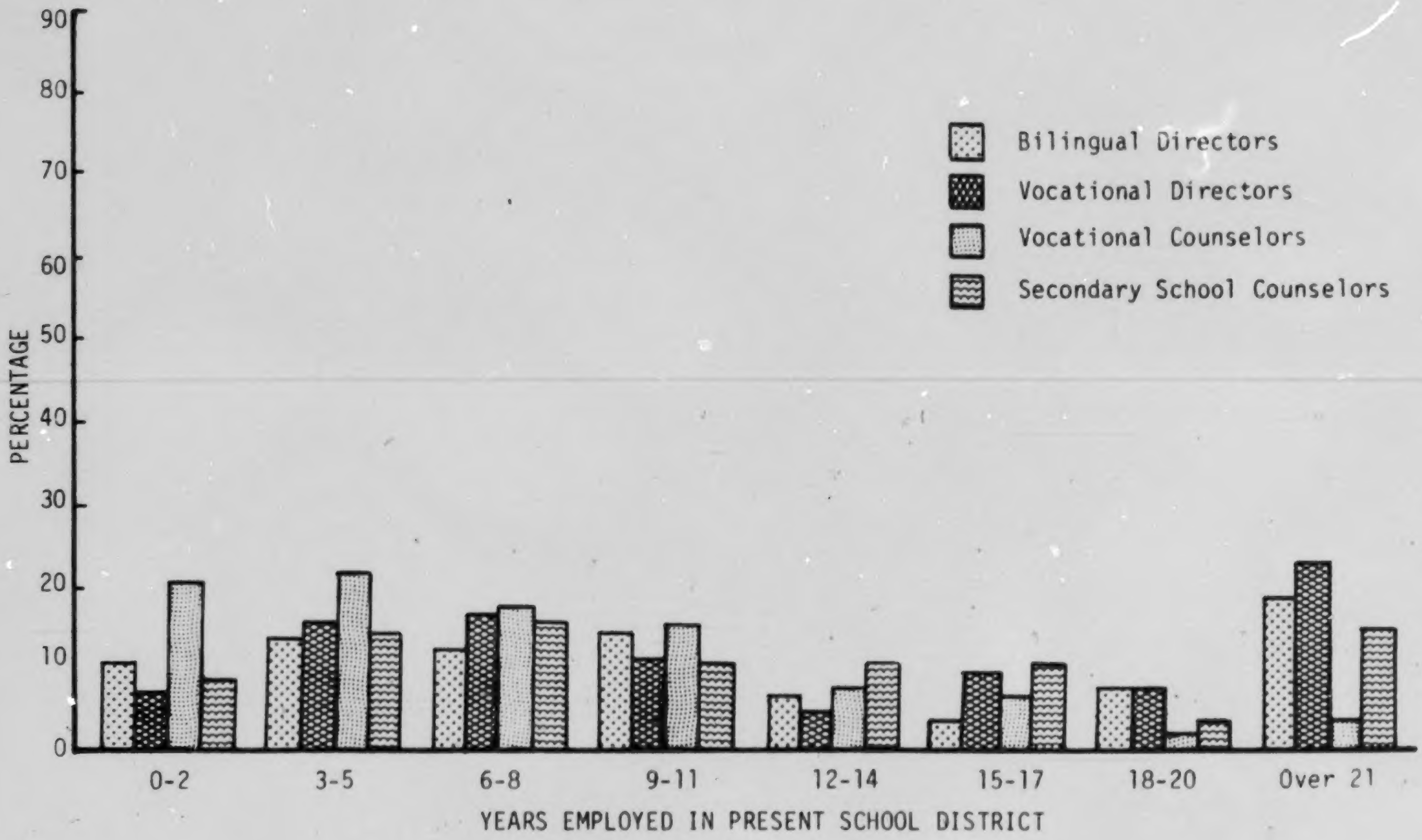


Figure 5.--Type of School District

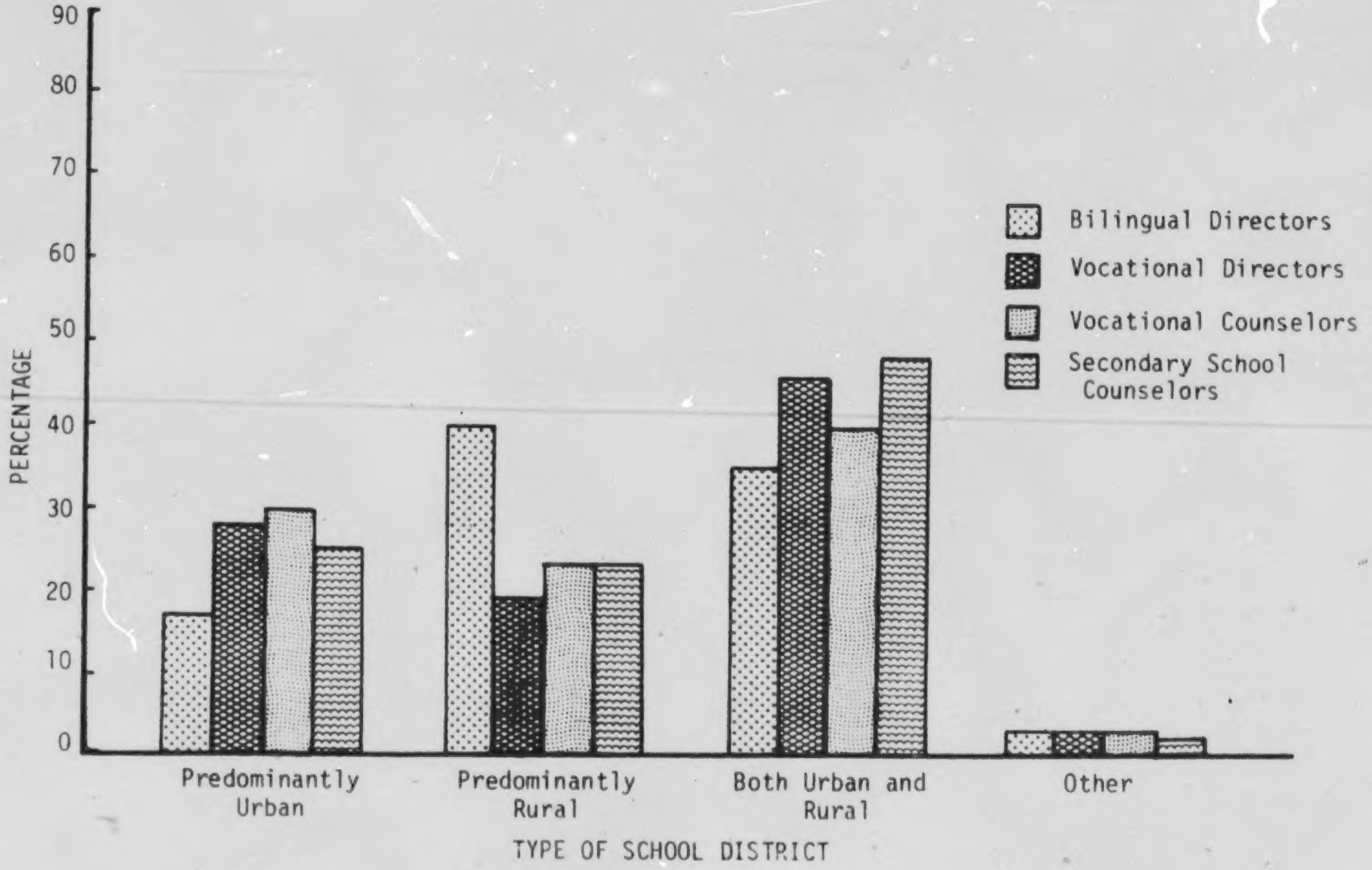


Figure 6 .--Person Exerting Greatest Influence upon the Vocational Curriculum

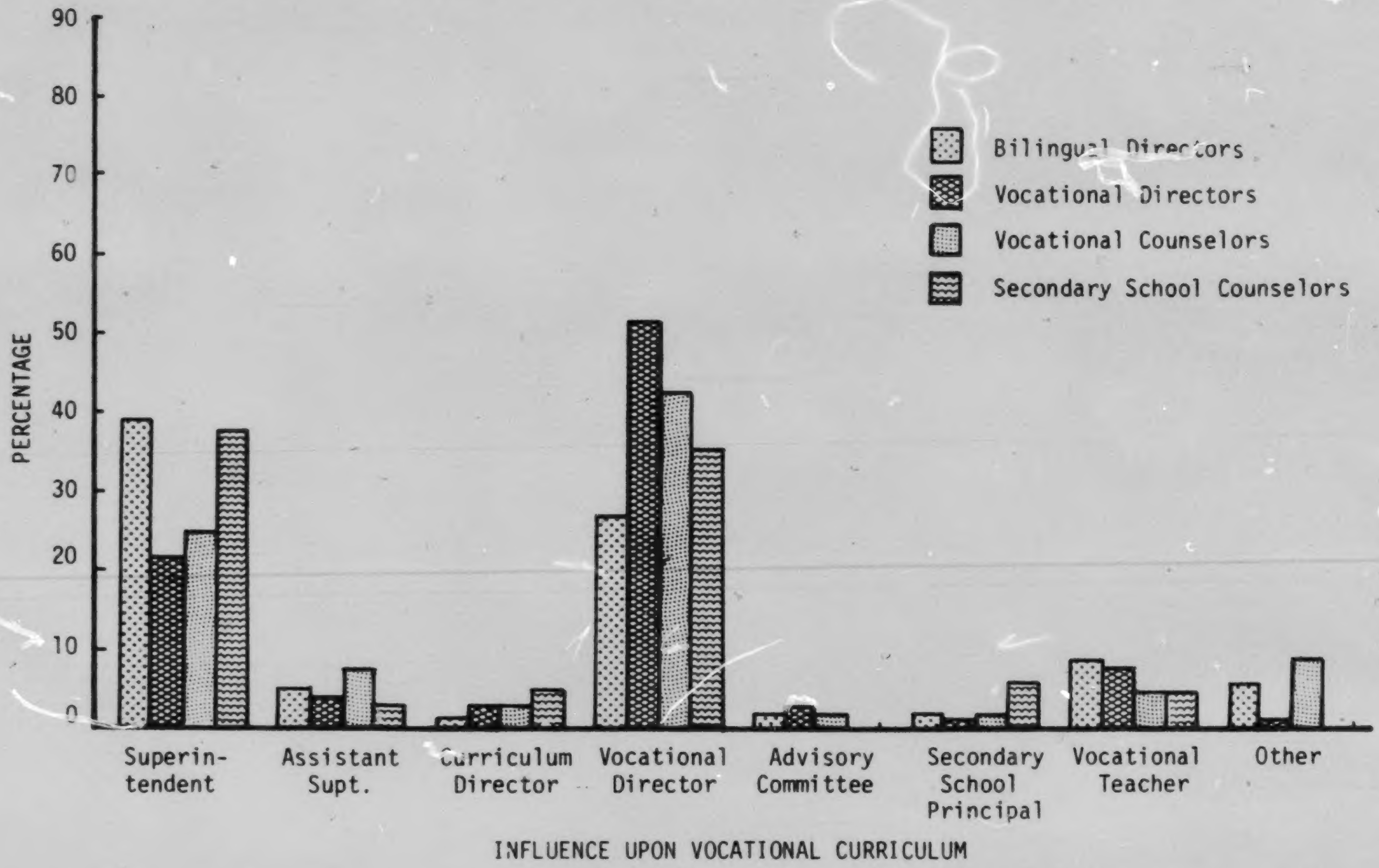


Figure 7.--Major Teaching Area Before Becoming an Administrator or Counselor

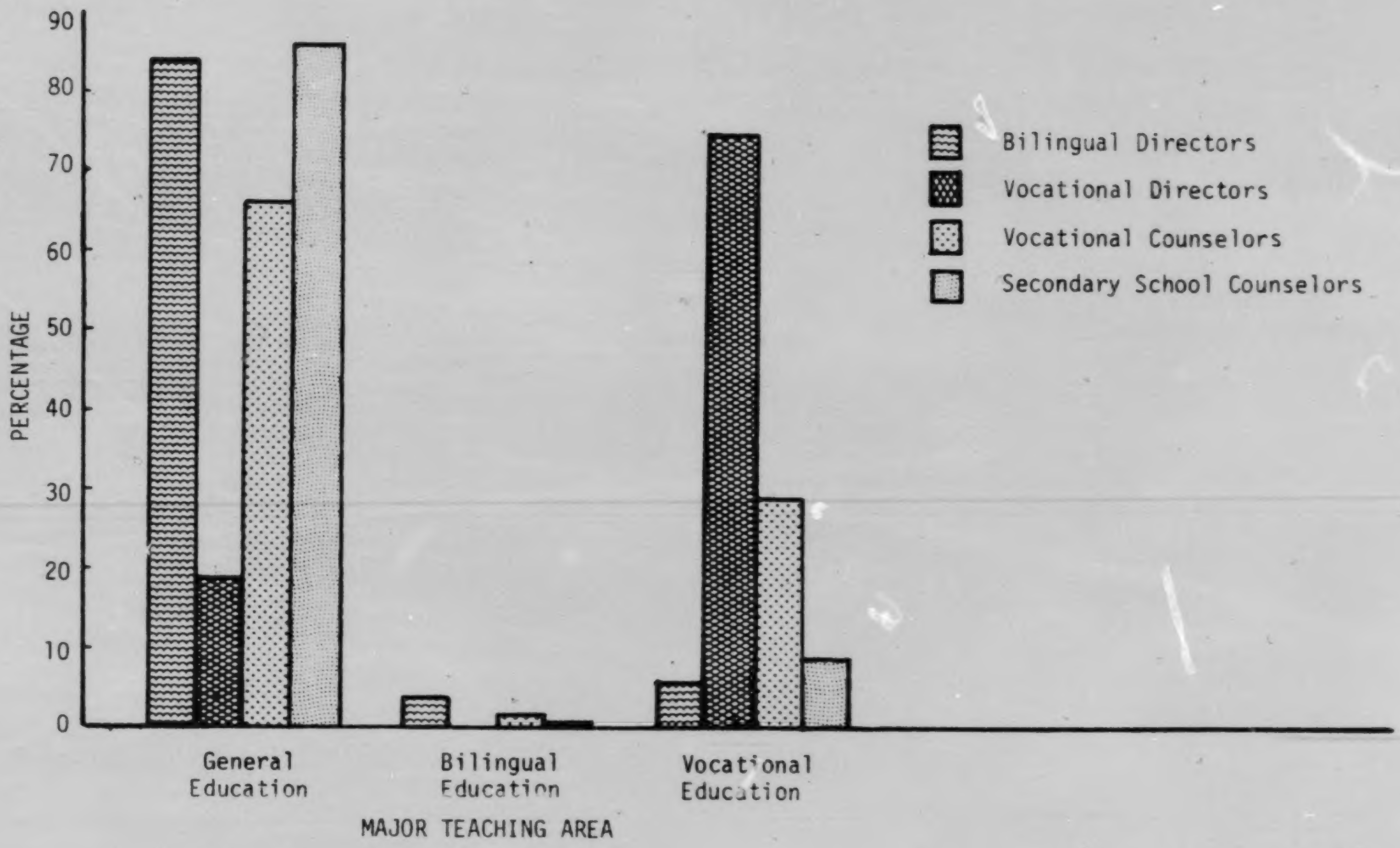


Figure 8.--Classifications of Experience Outside the Field of Education

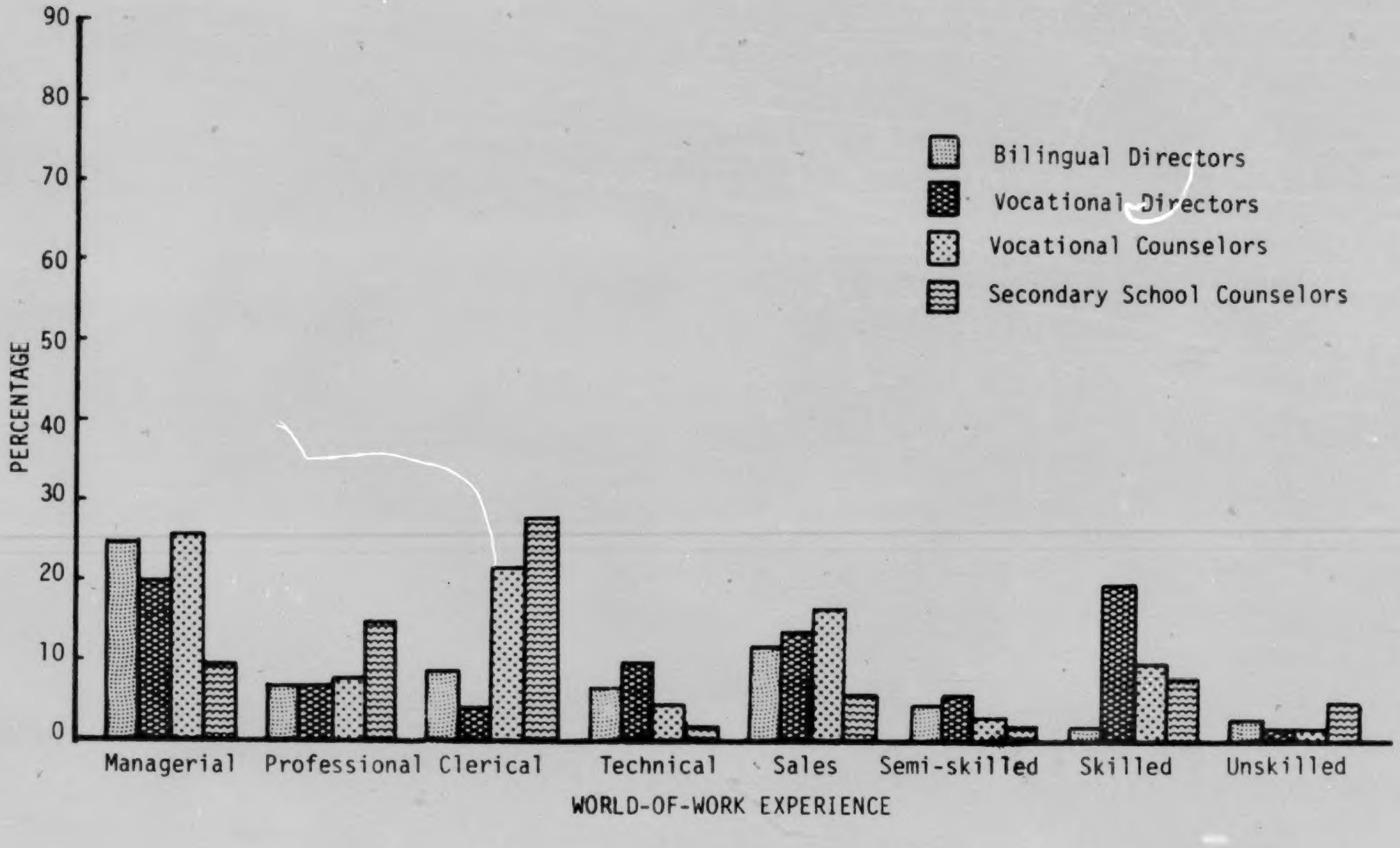
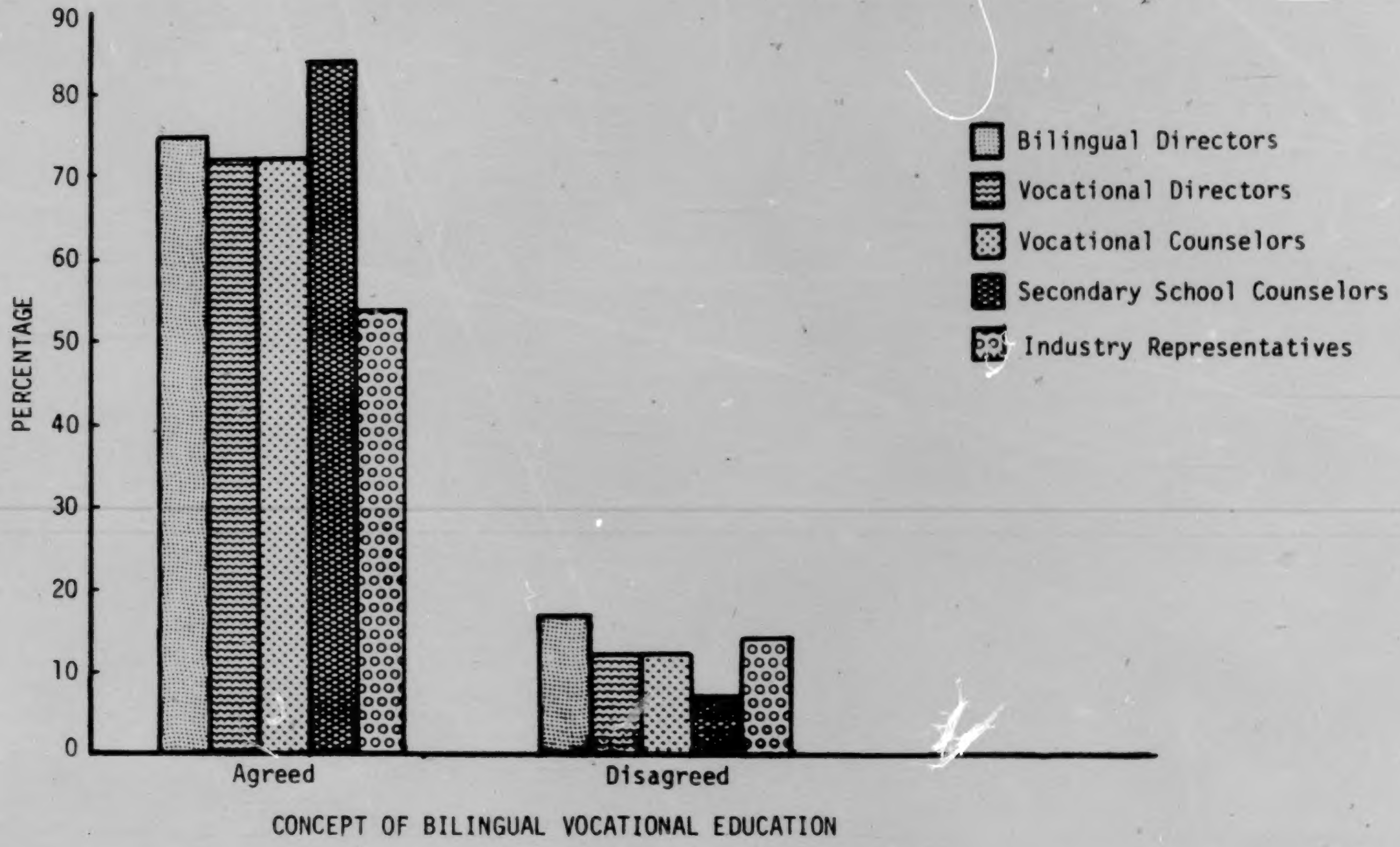


Figure 9.--Respondents' Perceptions of Meaning of Bilingual Vocational Education



Laredo Independent School Districts, the information provided additional insight in determining whether or not the need for bilingual vocational education existed. It permitted the investigator to obtain first-hand information from the programs while they were in operation and it also allowed the investigator to contact parents of students enrolled in bilingual vocational education programs at the time the study was undertaken in order to obtain comments, reactions, and opinions from another group outside of the education field. Each of the school districts was treated separately in the following analysis.

Observations Concerning Existing Pilot Bilingual Vocational Education Programs

On May 25, 1976, the San Antonio Independent School District was visited. According to Hafernik (22), the bilingual office occupations program in San Antonio operated under a different concept than did those in the Brownsville and Laredo School Districts. He further commented that the program attempted to provide a means of developing the unique bilingual talent of the Spanish-speaking students in the field of business and utilizing this talent in the performance of bilingual office jobs. The program originated in 1971 under the bilingual education department, but it is now under the office occupations division in vocational education. The program was first called Spanish Business English.

Esquivel (16) coordinates a two-year combination laboratory-cooperative bilingual office occupations program at Lanier High School.

She pointed out that the program is open to all students, although 99 percent are Spanish-speaking. The students must be fluent in both the English and Spanish languages and must be enrolled in a course in Spanish while participating in the bilingual office occupations program. The texts and materials are in Spanish and obtained from the McGraw-Hill Publishing Company. Instruction is in English first.

On May 26, 1976, the Brownsville Independent School District was visited. Bennett (4) indicated that bilingual vocational office occupation programs were offered at Hanna and Porter High Schools. But, in addition, for the first time this year three programs in the industrial division of vocational education were offered in bilingual education. They were the auto body repair at Hanna High School and the cosmetology and air conditioning and refrigeration programs at Porter High School. The three programs were in their pilot stage and funded on a yearly proposal basis through the Texas Education Agency.

Since 1970, Fernandez (18) has operated a two-year combination laboratory-cooperative program in bilingual vocational office occupations at Hanna High School. Mrs. Florence Benavidez operated the same type of program at Porter High School. According to Fernandez, the history of the program dates back to 1969 and was the first of its kind in Texas. It was in 1969 when Mrs. Maxine Emery, area consultant in office occupations for the Texas Education Agency, Mr. Raul Besteiro, principal of then Brownsville High School, and Mr. James T. Ogg, superintendent of the school district, met and outlined a program to serve bilingual students. The purpose of the program was to teach the bilingual students through their knowledge of Spanish, English language skills in office occupations. For example, oral instructions were given in Spanish while written instructions were given in English. About ten percent of the students enrolled in the program were born in Mexico, consequently the program operated in a different concept than those programs established in San Antonio. Materials for the program were provided by the Gregg and Southwestern Publishing Companies.

The auto body repair bilingual program was on its first year of operation. It was funded on a yearly basis proposal. All of the students enrolled were from Mexico; consequently, they received all of their instruction in Spanish, but gradually moved onto the English language skills. Castaño (11) emphasized that the students have received some schooling in Mexico. Since materials were all in English, the instructor translated all of the lesson plans in order to teach the students.

According to Parra (44) bilingual vocational cosmetology was also in its initial year. The instructor taught in Spanish and translated into English, although the materials were available in both languages. The pace of the program was much slower than that of the regular program. The participants of the program were also enrolled in special English classes, therefore concentration was placed on teaching language skills.

The third bilingual vocational program offered in the Brownsville Independent School District was air conditioning and refrigeration. Coronado (13), stressed that all students were from Mexico. He also emphasized that these students seemed to be more mature than the students who have been in the school district longer since they had been exposed to the world-of-work at a much earlier age. About 10 percent of the students have progressed at a rapid pace and have transferred to the regular programs.

The Laredo Independent School District was visited on May 27, 1976. Burns (6) indicated that the bilingual office occupations program had been of tremendous help to the employers in Laredo, mainly because of the Mexican commerce. Burns further commented that in the Laredo schools, it was not uncommon for any class or program to use both the English and Spanish languages, although they were not designated as being bilingual programs. Barrera (3) verified that the program was established in 1971 as a cooperative program, but it was later re-directed into a two-year combination laboratory-cooperative program.

Parents' Responses Concerning Bilingual Vocational Education

Parents of students enrolled in the three existing programs were also contacted by telephone and asked to react to questions regarding their perceptions about the need for bilingual vocational education programs. An explanation of the bilingual vocational education concept was given beforehand in order to facilitate their responses to the questions. The following are the questions which were asked:

1. Should the bilingual student be enrolled in a separate bilingual vocational program and not one of the traditional vocational programs?
2. Will the dropout rate be decreased if bilingual vocational programs become a part of the secondary school curriculum?
3. Since English is the primary language of the state, should the adjustment by the Spanish-speaking group be the learning of English?
4. Should helping the student feel a need for using English be an important step in teaching bilingual students?
5. Should the aim of bilingual education be to create functionally literate individuals in both Spanish and English by capitalizing on the linguistic skills the Spanish-speaking students already have?
6. Should language emphasis be on helping students speak English in the secondary school?
7. Do language difficulties of Spanish-speaking students in your area contribute to many of them attaining a low level of education?
8. If you have more children coming to the secondary level in the future, would you allow him to enroll in a

bilingual vocational program? Would you prefer that he be enrolled in this program?

Tables 38, 39, and 40 show the parent responses in the San Antonio, Brownsville, and Laredo Independent School Districts.

Table 38 indicates a total of 108 yes and 9 no responses from the San Antonio Independent School District on-site visit. It was question five dealing with the creating of literate individuals in both Spanish and English by capitalizing on their linguistic skills that received five no answers.

Table 39 shows the parent responses from the Brownsville Independent School District. All parents answered affirmative to all the questions.

Table 40 shows the parent responses from the Laredo Independent School District. A total of 164 yes and 7 no answers was indicated.

Acceptance of Term, Bilingual Vocational Education

Throughout the study the perception of need for programs of bilingual vocational education has been examined. To determine whether or not this investigator and the respondents had the same perceptions about what is meant by the term, bilingual vocational education, respondents were asked whether or not they agreed with the term as presented in the instrument that provided the frame of reference against which they responded. A surprisingly high level of agreement existed among the four school groups. This level ranged from 72 percent for vocational directors and vocational counselors

Table 38.--Parent Responses from Vocational Office Occupation Programs: On-Site Visits--San Antonio Independent School District

Questions	Parents													Totals	
	1	2	3	4	5	6	7	8	9	10	11	12	13	Yes	No
1	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	11	2
2	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	13	0
3	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	13	0
4	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	13	0
5	Yes	Yes	No	Yes	Yes	Yes	No	No	Yes	No	No	Yes	Yes	8	5
6	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	13	0
7	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	11	2
8 A	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	13	0
B	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	13	0

Table 39.--Parent Responses from Vocational Office Occupation Programs: On-Site Visits--Brownsville Independent School District

Questions		Parents										Totals	
		1	2	3	4	5	6	7	8	9	10	Yes	No
1		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10	0
2		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10	0
3		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10	0
4		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10	0
5		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10	0
6		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10	0
7		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10	0
8	A	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10	0
	B	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10	0

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Table 40.--Parent Responses from Vocational Office Occupation Programs: On-Site Visits--Laredo Independent School District

Questions	Parents																			Totals	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Yes	No
1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	19	0
2	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	17	2
3	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	19	0
4	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	18	1
5	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	17	2
6	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	19	0
7	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	17	2
8 A	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	19	0
B	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	19	0

to 84 percent for the secondary school counselors. The bilingual directors described in this section expressed 73 percent agreement with the definition. In contrast, however, only 54 percent of the industry representatives agreed with the explanation of the term, bilingual vocational education, as presented to them. Fourteen percent of the industry representatives disagreed with the meaning of the term and 35 percent were undecided. This information appears as the last item on Tables 34 through 37 in Appendix K.

CHAPTER IV

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the need for Spanish-English bilingual vocational education programs in the secondary schools in Texas as perceived by bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives. Contributing objectives established to achieve this purpose were:

1. Determine the extent of agreement among bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives regarding the need for bilingual vocational education programs.
2. Determine the meaning of the concept, "bilingual vocational education," held by bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives.
3. Determine opinions held concerning selected issues pertaining to bilingual vocational education programs as perceived by the five groups.
4. Determine the extent of agreement concerning the need for bilingual vocational education programs as perceived by bilingual directors, vocational counselors, and secondary school counselors with vocational education teaching

experience and bilingual directors, vocational counselors, and secondary school counselors without vocational education teaching experience.

5. Determine the extent of agreement concerning the need for bilingual vocational education programs as perceived by bilingual directors and secondary school counselors with world-of-work experience and bilingual directors and secondary school counselors without world-of-work experience.
6. Determine if a relationship exists between perception of need for bilingual vocational education programs as expressed by bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives and the percent of Spanish-speaking students in school districts in or with which respondents work.

Six null hypotheses were developed from a previously determined theoretical base to be tested statistically in order to achieve the purpose and objectives of the study. They were:

1. There is no difference among the perceptions of bilingual program directors, vocational program directors, vocational counselors, secondary school counselors, and industry representatives regarding the need for bilingual vocational education programs.
2. There is no difference between the perceptions of bilingual program directors of federally-funded programs and bilingual program directors of state-funded programs.

3. There is no difference among the perceptions of bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives concerning selected issues pertaining to bilingual vocational education programs.
4. There is no difference among the perceptions of bilingual directors, vocational counselors, and secondary school counselors with vocational education teaching experience and bilingual directors, vocational counselors, and secondary school counselors without vocational education teaching experience.
5. There is no difference among the perceptions of bilingual directors and secondary school counselors with world-of-work experience and bilingual directors and secondary school counselors without world-of-work experience.
6. A relationship does not exist between the need for bilingual vocational education programs as expressed by bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives and the percent of Spanish-speaking students in school districts in or with which respondents work.

The design for this study included the populations of 161 bilingual directors and 162 vocational directors and a stratified sample of 115 vocational counselors, 110 secondary school counselors, and 88 industry representatives in the State of Texas. In those cases where the school district employed more than one vocational counselor and secondary school counselor, a table of random numbers was used to select randomly a representative of each group. The study was conducted during the 1975-76 school year.

Using the procedure outlined above, 981 individuals were identified constituting the populations and samples investigated. The Texas Education Agency's 1975-76 Directory of Bilingual Programs, Public School Occupational Programs Directory, and Directory of Public School Counselors in Texas were used to obtain the names and school addresses of the responding directors and counselors. The industry representative group consisted of the chairman of each school district's vocational advisory committee.

Closed-form opinionnaires were developed to obtain data from the five groups. The selected issue questions, perception statements, and attitude concept scales were developed as a result of reviewing relevant literature, conferring with Texas Education Agency personnel, public school personnel, and Texas A&M University faculty.

The instrument was field tested and refined using graduate students in adult education and Educational Professions Development Act Fellowship holding graduate students in vocational education whose backgrounds and experiences were similar to those of both groups of directors and counselors.

The closed-form opinionnaire that resulted was divided into five sections. Section I provided background information, a descriptive example, and a graphic model of a bilingual vocational education program. The selected issues regarding bilingual vocational education were responded to on a yes/no scale in Section II. Section III consisted of perception statements utilizing a five-point Likert scale of agreement choices as follows: strongly disagree, disagree, undecided, agree, and strongly agree. Section IV of the instrument consisted of a fifteen item, seven-point semantic differential descriptive scale designed to determine the attitude held about the concept of bilingual vocational education. Section V was designed to obtain pertinent background data concerning all responding groups except the industry representatives.

On May 18, 1976, two cover letters, an appropriately coded opinionnaire, and a stamped, self-addressed envelope were mailed to each of the 981 subjects throughout the State of Texas. On June 7, 1976, a follow-up letter and a duplicate opinionnaire were mailed to non-respondents. Personal telephone calls were then made to those who had not responded requesting that they complete and return the opinionnaire. By July 8, 1976, 636 opinionnaires had been received representing a 65 percent return. Twenty-four additional opinionnaires were received after the analysis of the data. These additional opinionnaires would have increased the percentage of total opinionnaires received for the study to 67 percent.

Each item response was transferred to data processing tabulation sheets and the data then keypunched on IBM cards at the Texas A&M University Data Processing Center. Each card was checked for errors. All statistical analyses were accomplished utilizing the DISTAT, ANOVAR with Scheffé where applicable, and CHICHI routines programmed for the Amdahl 470/6 computer installation at Texas A&M University.

Summary of Findings Relating to Objective One, Hypothesis One

Descriptive statistics and analysis of variance were used to test hypothesis one stemming from objective one. This involved the perception statements in Section III and the semantic differential attitude scale in Section IV of the opinionnaire. Where the F-values derived showed no statistically significant difference among the means at the .05 level of significance, no other test was made. The Scheffé test was used in those instances in which the F-values did indicate difference among means at the .05 level of significance in order to determine where the differences lay.

The null hypothesis that was tested for each of the 28 perception statements and 15 attitude scale bi-polar adjectives was that there is no difference among the perceptions of bilingual program directors, vocational program directors, vocational counselors, secondary school counselors, and industry representatives regarding the need for bilingual vocational education programs.

Significantly different means at the .05 level were detected among the responses of 19 of the 28 perception statements. They were:

1. The school-to-work transitional problems encountered by educationally disadvantaged youth are compounded by inadequate curricula.
2. The vocational education program in a school system deals more directly and immediately with the students' future employment than any other portion of the curriculum.
3. The school district should establish goals for vocational education programs to meet the needs of minorities.
5. Spanish-speaking students are handicapped both in their own thought processes and in communication when working in an English-speaking environment.
8. Because of language difficulties, the number one problem facing educationally disadvantaged students is that they lose all interest in school within only a year or two of graduation.
9. Helping a student feel a need for using English is an important step in teaching bilingual students.
12. The aim of bilingual education is to create functionally literate individuals in both Spanish and English by capitalizing on the linguistic skills the Spanish-speaking students already have.
13. Both private and public sectors have a great demand for persons with a command of English and Spanish.

14. Establishing new programs for the Spanish-speaking educationally disadvantaged presents new challenges which become a burden to schools.

15. Beginning the kind of programs that are effective with the Spanish-speaking educationally disadvantaged will require more teachers, more teacher-training programs, and new materials.

16. Incorporating bilingual education into vocational education will require more money than school districts have.

18. Overcoming the language handicap of some Spanish-speaking educationally disadvantaged students is crucial in their success because of restrictions it imposes on academic achievement.

20. Educationally disadvantaged Spanish-speaking youth are denied much choice in available careers by employers.

22. Revised textbooks and curricula are necessary if a bilingual vocational program is offered.

24. Much confusion exists about the goals, content, and method of bilingual education.

25. The increasing influx of students from Mexico into the United States has caused a crisis in providing adequate vocational programs for all students.

26. Existing vocational programs do not meet the needs of limited English-ability students and consequently contribute to their high dropout rate.

27. Existing vocational programs are not designed to train persons with langauge and cultural differences to be gainfully employed in jobs suited to their needs.
28. Assume that you are being charged with the responsibility for making the final decision of implementing an additional vocational program in your school district. Further assume that enough funds are available; you would first implement a bilingual vocational program rather than one of the traditional non-bilingual vocational programs of which cooperative, regular, pre-employment laboratories, and C.V.A.E. already exist in your school district.

Significantly different means at the .05 level among the five groups were detected for seven of the 15 attitude scale bi-polar adjectives. They were:

3	bad/good
5	ineffective/effective
7	weak/strong
9	hinder/help
10	satisfying/frustrating
12	false/true
13	unnecessary/necessary

Summary of Findings Relating to Objective Two

Descriptive statistics and analysis of variance were used to achieve this objective. Using the yes/no responses of variable 66 of the opinionnaire, this information was established.

No significant differences at the .05 level were detected in the responses among the five groups regarding their perceptions about the meaning of the concept of bilingual vocational education.

Summary of Findings Relating to Hypothesis Two

Descriptive statistics and analysis of variance were used to test hypothesis two on data derived from the perception statements in Section III and the semantic differential attitude scale in Section IV of the opinionnaire.

The null hypothesis that was tested for each of the 28 perception statements and 15 bi-polar adjectives was that there is no difference between the perceptions of bilingual program directors of federally-funded programs and bilingual directors of state-funded programs.

Significantly different means at the .05 level were detected among the responses of the two groups of bilingual program directors for 14 of the 28 perception statements. Federal directors were in agreement with the statements. Those perception statements were:

1. The school-to-work transitional problems encountered by educationally disadvantaged youth are compounded by inadequate curricula.
3. The school district should establish goals for vocational education programs to meet the needs of minorities.
4. Since English is the primary language of the state, the adjustment in Texas must necessarily be the learning of English by the Spanish-speaking group.

7. The economic conditions of the educationally disadvantaged Spanish-speaking have a direct bearing on the ability of their children to learn English.
8. Because of language difficulties, the number one problem facing educationally disadvantaged students is that they lose all interest in school within only a year or two of graduation.
10. At every level of instruction there is competition for a place in the curriculum, and there is not enough time for everything which might profitably be taught, therefore separate bilingual vocational programs cannot be justified.
11. The Spanish-speaking educationally disadvantaged student needs contact with other students who have a better command of English; consequently, he should not be placed in a bilingual vocational program.
12. The aim of bilingual education is to create functionally literate individuals in both Spanish and English by capitalizing on the linguistic skills the Spanish-speaking students already have.
13. Both private and public sectors have a great demand for persons with a command of English and Spanish.
14. Establishing new programs for the Spanish-speaking educationally disadvantaged presents new challenges which become a burden to schools.

20. Educationally disadvantaged Spanish-speaking youth are denied much choice in available careers by employers.

26. Existing vocational programs do not meet the needs of limited English-ability students and consequently contribute to their high dropout rate.

27. Existing vocational programs are not designed to train persons with language and cultural differences to be gainfully employed in jobs suited to their needs.

28. Assume that you are being charged with the responsibility for making the final decision of implementing an additional vocational program in your school district. Further assume that enough funds are available; you would first implement a bilingual vocational program rather than one of the traditional non-bilingual vocational programs of which cooperative, regular, pre-employment laboratories, and C.V.A.E. already exist in your school district.

Significantly different means at the .05 level were also detected in 14 of the 15 attitude scale bi-polar adjectives with federal directors more favorable toward bilingual vocational education. Those were:

1 important/unimportant

3 bad/good

4 successful/unsuccessful

5 ineffective/effective
6 valuable/worthless
7 weak/strong
8 useful/useless
9 hinder/help
10 satisfying/frustrating
11 efficient/inefficient
12 false/true
13 unnecessary/necessary
14 rewarding/unrewarding
15 productive/unproductive

Summary of Findings Relating to Objective Three, Hypothesis Three

Chi-square was used to test hypothesis three stemming from objective two. This involved data from Section II of the opinionnaire concerning selected issues pertaining to bilingual vocational education.

The null hypothesis tested for each of the 15 selected issues was that there is no difference among the perceptions of bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives concerning issues pertaining to bilingual vocational education programs.

Significant differences at the .05 level were detected among the responses to seven of the 15 selected issues. Those seven issues were:

1. Language difficulties of Spanish-speaking students in your area contribute to their getting low level jobs.

2. Language difficulties of Spanish-speaking students in your area contribute to many of them attaining a low level of education.
4. The need for programs for educationally disadvantaged students exists at the elementary level more than at the secondary level.
5. The short-range or long-range plans for vocational education in your school district include bilingual programs.
7. Bilingual and vocational programs at the secondary level should be integrated.
8. Teachers should be required to receive special training if bilingual vocational programs are established.
10. Spanish and English should be used as a means of communication in the classroom among the students.

Summary of Findings Relating to Objective Four, Hypothesis Four

Descriptive statistics, analysis of variance, and Chi-square were used to test hypothesis four stemming from objective three. This involved the selected issues in Section II, the perception statements in Section III, and the semantic differential attitude scale in Section IV of the opinionnaire.

The null hypothesis tested for each of the 15 selected issues, 28 perception statements, and 15 attitude scale bi-polar adjectives was that there is no difference among the perceptions of bilingual directors, vocational counselors, and secondary school counselors with vocational education teaching experience and bilingual directors, vocational counselors, and secondary school counselors without vocational education teaching experience.

Significant differences at the .05 level were detected among the responses of bilingual directors on four of the 15 selected issues. Those were selected issue numbers:

2. Language difficulties of Spanish-speaking students in your area contribute to many of them attaining a low level of education.
6. Bilingual and prevocational programs at the elementary level should be integrated.
7. Bilingual and vocational programs at the secondary level should be integrated.
14. It is essential that a bilingual vocational program be developed and implemented to enable educationally disadvantaged Spanish-speaking students to make the Spanish to English transition more rapidly and to develop a salable skill at the same time.

Significantly different means at the .05 level were detected among the responses of bilingual directors on five of the 28 perception statements. Those were perception statement numbers:

3. The school district should establish goals for vocational education programs to meet the needs of minorities.
9. Helping a student feel a need for using English is an important step in teaching bilingual students.
23. Remedial reading, using a one language approach, receives much better acceptance in practice than does bilingual education.
27. Existing vocational programs are not designed to train persons with language and cultural differences to be gainfully employed in jobs suited to their needs.
28. Assume that you are being charged with the responsibility for making the final decision of implementing an additional vocational program in your school district. Further assume that enough funds are available; you would first implement a bilingual vocational program rather than one of the traditional non-bilingual vocational programs of which cooperative, regular, pre-employment laboratories, and C.V.A.E. already exist in your school district.

Significantly different means at the .05 level were detected in eight of the 15 responses of bilingual directors in the attitude scale bi-polar adjectives. These were:

1 important/unimportant

3 bad/good

6 valuable/worthless

8 useful/useless

10 satisfying/frustrating

11 efficient/inefficient

14 rewarding/unrewarding

15 productive/unproductive

Significant differences at the .05 level were detected among the responses of vocational counselors in five of the 15 selected issues. Those selected issues were:

2. Language difficulties of Spanish-speaking students in your area contribute to many of them attaining a low level of education.
7. Bilingual and vocational programs at the secondary level should be integrated.
8. Teachers should be required to receive special training, if bilingual vocational programs are established.
11. The bilingual student should be enrolled in a separate bilingual vocational program and not one of the traditional vocational programs.
13. The students in a bilingual vocational program would be able to develop the ability to transfer thought from Spanish to English through techniques acquired from working with a word-skills program.

Significantly different means at the .05 level were detected among the responses of vocational counselors in five of the 28 perception statements. Those perception statements were:

8. Because of language difficulties, the number one problem facing educationally disadvantaged students is that they lose all interest in school within only a year or two of graduation.
11. The Spanish-speaking educationally disadvantaged student needs contact with other students who have a better command of English; consequently, he should not be placed in a bilingual vocational program.
17. The main problem faced by teachers in a bilingual vocational program would be teaching the technical terms commonly used on-the-job.
19. Language emphasis should be on helping students speak English in the secondary school.
26. Existing vocational programs do not meet the needs of limited English-ability students and consequently contribute to their high dropout rate.

However, no significant differences at the .05 level were detected in the responses of vocational counselors to the 15 attitude scale bi-polar adjectives.

While no significant differences at the .05 level were detected among the responses of secondary school counselors to the selected issues, a significantly different mean was detected among the responses of those secondary school counselors to one of the 28 perception statements. That was perception statement number 17.

> The main problem faced by teachers in a bilingual vocational program would be teaching the technical terms commonly used on-the-job.

Like the vocational counselors, no significant differences were detected in the responses of the secondary school counselors to the same 15 attitude scale bi-polar adjectives.

Summary of Findings Relating to Objective Five, Hypothesis Five

Descriptive statistics, analysis of variance, and Chi-square were used to test hypothesis five stemming from objective four. This also involved the selected issues, the perception statements, and the semantic differential attitude scale.

The null hypothesis tested was that there is no difference among the perceptions of bilingual directors and secondary school counselors with world-of-work experience and bilingual directors and secondary school counselors without world-of-work experience.

No significant differences were detected among the responses of the two groups of directors toward the selected issues. A significantly different mean at the .05 level was detected among the responses of bilingual directors toward only one of the 28 perception statements. That was perception statement number 12:

> The aim of bilingual education is to create functionally literate individuals in both Spanish and English by capitalizing on the linguistic skills the Spanish-speaking students already have.

Likewise, a significantly different mean between the two groups of bilingual directors was detected for only one of the 15 items in the attitude scale bi-polar adjectives. It was number 12, false/true. As with the directors, no significant differences at the .05 level were detected among the responses of secondary school counselors with and without world-of-work experience toward the selected issues. However, significantly different means at the .05 level were detected among the responses of secondary school counselors in four of the 28 perception statements. Those were perception statement numbers:

9. Helping a student feel a need for using English is an important step in teaching bilingual students.
15. Beginning the kind of programs that are effective with the Spanish-speaking educationally disadvantaged will require more teachers, more teacher-training programs, and new materials.
22. Revised textbooks and curricula are necessary if a bilingual vocational program is offered.
24. Much confusion exists about the goals, content, and method of bilingual education.

A significantly different mean between the two groups of secondary school counselors was detected for only one of the 15 items on the attitude scale bi-polar adjectives. As was the case for the bilingual directors, it was number 12, false/true.

Summary of Findings Relating to Objective Six, Hypothesis Six

Chi-square was used to test hypothesis six which stemmed from objective five. This involved question 14 of the opinionnaire and its relationship to percentages of Spanish-speaking students derived from school district enrollments.

The null hypothesis tested was that a relationship does not exist between the need for bilingual vocational education programs as expressed by bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives and the percent of Spanish-speaking students in schools in or with which respondents work.

Significant differences at the .05 level were detected among the responses of bilingual directors about their perception of the need for bilingual vocational education in relation to the percent of Spanish-speaking students in the different school districts when compared with the other four groups.

Comments and Reactions from Respondents

Among the five groups, 142 respondents volunteered comments and reactions about bilingual vocational education. This represented 22 percent of the 636 total respondents. The four education groups had comparatively similar percentages of respondents commenting. On the other hand, the industry representative group, the group with the lowest percent of returned opinionnaires, had the highest percent of comments; they also expressed stronger feelings about the concept of bilingual vocational education. The intensity of feelings either for or against the concept was surprising and somewhat distrubing.

Other Findings

Though not a part of the research design of this study, on-site visits were made to the San Antonio, Brownsville, and Laredo Independent School Districts' bilingual office occupation programs in order to gain additional insights about such programs. Although no statistical analysis was made on data obtained from these visits, an over-all positive reaction toward the program of bilingual vocational education was expressed by the directors, teachers, and parents. Forty-two parents reacted to the same questions during telephone interviews to which the five groups responded on the opinionnaire used.

Agreement with the concept of bilingual vocational education as presented ranged from 54 percent for the industry representatives on the one hand to a clustering from 72 to 84 percent among the four school groups on the other hand.

Conclusions

The following conclusions were drawn from the findings of this study derived from the five objectives and six hypotheses tested.

Objective One, Hypothesis One

Based on the findings of this study, it was concluded that null hypothesis one could be accepted at the .05 level of significance in regard to nine perception statements and eight attitude scale bi-polar adjectives. The hypothesis was rejected in regard to 19 perception statements and seven attitude scale bi-polar adjectives and the alternate hypothesis that there was a difference among the perceptions of bilingual program directors, vocational program directors, vocational counselors, secondary school counselors, and industry representatives regarding the need for bilingual vocational education programs was accepted for those 26 items.

It was concluded, on the basis of the Scheffé test, that the extent of disagreement among the groups in regard to their perceptions of need about bilingual vocational education could be identified.

Objective Two

Based on the findings of this study, it was concluded that objective two detected no significant differences among the five respondent groups regarding the meaning of the concept "bilingual vocational education."

Hypothesis Two

Based on the findings of this study, it was concluded that null hypothesis two could be accepted at the .05 level of significance in regard to 14 perception statements and one attitude scale bi-polar adjective. The hypothesis was rejected in regard to 14 perception statements and 14 attitude scale bi-polar adjectives. Thus, the alternate hypothesis that there was a difference between the perceptions of bilingual program directors of federally-funded programs and bilingual program directors of state-funded programs was accepted in the latter instance.

Objective Three, Hypothesis Three

It was concluded that null hypothesis three which stated that there is no difference among the perceptions of bilingual directors, vocational directors, vocational counselors, secondary school counselors, and industry representatives concerning selected issues pertaining to bilingual vocational education programs was accepted at the .05 level of significance in regard to eight items. However, the hypothesis was rejected regarding seven selected issues and the alternate hypothesis that there was a difference among the perceptions of the five groups for those issues was accepted.

Objective Four, Hypothesis Four

As a result of the findings of this study, it was concluded that null hypothesis four which stated that there is no difference among the perceptions of bilingual directors, vocational counselors, and secondary school counselors with vocational education teaching experience and bilingual directors, vocational counselors, and secondary school counselors without vocational education teaching experience was accepted at the .05 level of significance in regard to 11 selected issues, 23 perception statements, and seven attitude scale bi-polar adjectives in the bilingual director group; 10 selected issues, 23 perception statements, and no attitude scale bi-polar adjectives in the vocational counselor group; and no selected issues, 27 perception statements, and no attitude bi-polar adjectives in the secondary school counselor group.

The hypothesis was rejected at the .05 level of significance in regard to four selected issues, five perception statements, and eight attitude scale bi-polar adjectives in the bilingual director group; five selected issues, five perception statements, and all attitude scale bi-polar adjectives in the vocational counselor group; and all selected issues, one perception statements, and all attitude bi-polar adjectives in the secondary school counselor group. Therefore, the alternate hypothesis that a difference exists among the perceptions of bilingual directors, vocational counselors, and secondary school counselors with vocational education teaching experience and bilingual directors, vocational counselors, and secondary school counselors without vocational education teaching experience was accepted at the .05 level of significance for these items.

The nature of the reactions of the bilingual directors with vocational education teaching experience to those perception statements and bi-polar adjectives referred to above were significantly different from those directors without such teaching experience. Consequently, it was further concluded that bilingual directors with teaching experience in vocational education did not perceive a need for programs of bilingual vocational education.

Objective Five, Hypothesis Five

Based on the findings of this study, it was concluded that null hypothesis five which stated that there is no difference among the perceptions of bilingual directors and secondary school counselors with world-of-work experience and bilingual directors and secondary school counselors without world-of-work experience was accepted at the .05 level of significance in regard to all selected issues, 27 perception statements, and 14 attitude scale bi-polar adjectives in the bilingual directors group and all selected issues, 24 perception statements, and 14 attitude scale bi-polar adjectives in the secondary school counselor group.

The hypothesis was rejected at the .05 level of significance in regard to one perception statement and one attitude scale bi-polar adjective in the bilingual director group and four perception statements and one attitude scale bi-polar adjective in the secondary school counselor group. Thus, the alternate hypothesis that there is a difference among the perceptions of bilingual directors and secondary school counselors without world-of-work experience was accepted at the .05 level of significance for those items.

Objective Six, Hypothesis Six

Based on the findings, it was concluded that null hypothesis six could be accepted at the .05 level in regard to the need for bilingual vocational education as perceived by the different groups and the relationship of the percent of Spanish-speaking students present in the school districts of the respondents, with the exception of the bilingual directors.

Other Conclusions

Based on the findings of this study, it was concluded that due to the nature of agreement, disagreement, and polarization of responses to items among the five groups in regard to selected issues, perception statements, and attitude bi-polar adjectives about the concept of bilingual vocational education overall, direction for or against the need for bilingual vocational education in secondary schools was not clearly evident.

It was further concluded that consistency among the group comparisons with respect to the responses about the perceptions of the need for bilingual vocational education existed among the four school groups and was different from that of the industry representatives in slightly over 64 percent of the cases. This was evident in four of the six group comparisons pertaining to perception statements, 12 of the 17 group comparisons pertaining to bi-polar adjectives, and in four of the eight group comparisons pertaining to issues.

Implications

Based on the findings and conclusions evolving from this study and within the statistical level of significance set for acceptance or rejection of the null hypotheses developed for this study, the following implications are presented:

1. Data revealed that differences existed among the five groups in their perceptions about bilingual vocational education programs. This would imply that the respondents view the need differently because of their differing backgrounds and positions.
2. Based on the findings, differences existed within the bilingual director group, therefore implying that federal and state bilingual program directors, having different job responsibilities, perceive the need for bilingual vocational education differently.
3. Based on the conclusions reached regarding selected issues concerning bilingual vocational education, it could be implied that polarization exists among the group in regard to language issues, integration of programs, and the establishing of bilingual vocational programs.
4. Since significant differences at the .05 level were detected among bilingual directors, vocational counselors, and secondary school counselors, the implication exists that vocational education teaching experience appears to be a factor in determining their perceptions about bilingual vocational education. A further implication

is that steps should be taken to determine why bilingual directors with previous vocational teaching experience did not perceive a need for bilingual vocational education.

5. Since differences existed among bilingual directors and secondary school counselors, the implication exists that world-of-work experience appears to be a factor in determining their perceptions about bilingual vocational education.
6. Based on the conclusions drawn and personal comments and reactions indicated by the respondents, it can be implied that confusion apparently still exists about the intent of a bilingual vocational education program. Because of differences in viewpoints expressed and the polarity of viewpoints revealed, there is an implication that any person charged with making decisions about beginning or not beginning such a program must involve others interested and seek consensus and understanding with respect to program philosophy, objectives, and implementation procedures, before making that decision.

Recommendations

Based on the findings, conclusions, and implications of this study, the following recommendations are offered for consideration:

1. Further research should be conducted to determine why the members of each of the five groups differed to such a large degree on the issue of whether or not the need for bilingual vocational education existed.
2. Since the study did not include parents of prospective students and included only a small sample of parents of currently enrolled students, research should be initiated to identify the need for bilingual vocational education as perceived by these groups.
3. Further research should be conducted to approach students enrolled in the existing bilingual office occupation programs to determine if differences in achievement and attitudes exist between the students in such a program and those enrolled in a non-bilingual program.
4. Further research should be conducted to determine why bilingual directors with previous experience in teaching in vocational education did not perceive that a need existed for programs of bilingual vocational education in the secondary schools of Texas.
5. A summary of this study should be made available to Texas Education Agency personnel, the Texas Advisory Council for Technical Vocational Education, bilingual and vocational directors, vocational counselors, secondary school counselors, and industry representatives so that the information can be used as

reference in future planning and implementation of programs.

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APPENDIX A

Opinionnaire Form

OPINIONNAIRE

THE NEED FOR BILINGUAL VOCATIONAL EDUCATION PROGRAMS IN SECONDARY SCHOOLS AS PERCEIVED BY BILINGUAL AND VOCATIONAL PROGRAM DIRECTORS, VOCATIONAL COUNSELORS, SECONDARY SCHOOL COUNSELORS, AND INDUSTRY REPRESENTATIVES IN TEXAS

The purpose of this opinionnaire is to obtain information from directors, counselors, and industry representatives concerning their perceptions regarding the need for bilingual vocational education programs.

This study should provide beneficial information useful to program planning personnel in local school districts. Would you please respond to each statement?

Upon completion of this study, a summary will be mailed to you.

Please return the opinionnaire in the enclosed self-addressed, stamped envelope to:

Arturo Salazar
Vocational Programs
College of Education
Texas A&M University
College Station, Texas 77843

SECTION I

Information

Separate opinionnaires have been sent to both the federally-funded and state-funded bilingual program directors in those school where the two programs have been assigned to different individuals. Also, separate opinionnaires have been sent to a vocational director, a vocational counselor, a secondary school counselor, and one industry representative of the vocational advisory committee in your school system.

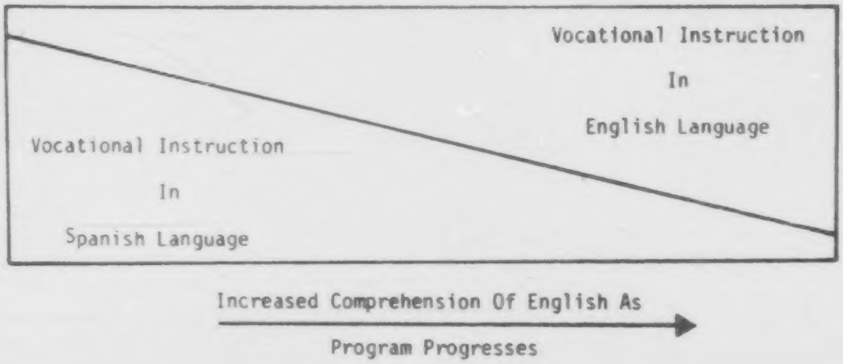
Please read the following descriptive example of a bilingual vocational program. It may help you visualize what is meant by the term, "*bilingual vocational education*," if you are unfamiliar with the concept.

Descriptive Example:

The teacher in a bilingual vocational program (office occupations, trades and industries, distribution, etc.) will initially teach the students in Spanish, but will use both the Spanish and English names for technical terms, for example, tools. As the students' knowledge of English increases, the teacher will utilize both English and Spanish, gradually decreasing the amount of time spent in speaking Spanish. Students who progress to the point that they no longer need instruction in Spanish, may then be taught using an all-English approach, thus enabling them to be placed on jobs commensurate with their training when they exit from school.

The bilingual vocational education program is different from the program, *English As A Second Language*, commonly called *ESL*. *ESL* is designed to teach English language skills. It is taught for only a limited amount of time each week, with English taught to the Spanish-speaking students in much the same way that a foreign language is taught to English-speaking students.

Graphic Model



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SECTION II

Directions: Please respond to the following questions by placing an "X" in the appropriate box to the right.

	Yes	No
1. Do language difficulties of Spanish-speaking students in your area contribute to their getting low level jobs?	☐	☐
2. Do language difficulties of Spanish-speaking students in your area contribute to many of them attaining a low level of education?	☐	☐
3. Do educationally disadvantaged students, those with academic, socio-economic, or cultural handicaps, in your school district tend to drop out early?	☐	☐
4. Does the need for programs for educationally disadvantaged students exist at the elementary level more than at the secondary level?	☐	☐
5. Do the short-range or long-range plans for vocational education in your school district include bilingual programs?	☐	☐
6. Should bilingual and prevocational programs at the elementary level be integrated?	☐	☐
7. Should bilingual and vocational programs at the secondary level be integrated?	☐	☐
8. Should teachers be required to receive special training, if bilingual vocational programs are established?	☐	☐
9. Should special certification be required to teach in bilingual vocational programs, if such programs are established?	☐	☐
10. Should Spanish and English be used as a means of communication in the classroom among the students?	☐	☐
11. Should the bilingual student be enrolled in a separate bilingual vocational program and not one of the traditional vocational programs?	☐	☐
12. Do Spanish-speaking students with limited ability in English receive any benefit from traditional school programs?	☐	☐
13. Would the students in a bilingual vocational program be able to develop the ability to transfer thought from Spanish to English through techniques acquired from working with a word-skills program?	☐	☐
14. Is it essential that a bilingual vocational program be developed and implemented to enable educationally disadvantaged Spanish-speaking students to make the Spanish to English transition more rapidly and to develop a salable skill at the same time?	☐	☐
15. Will the dropout rate be decreased if bilingual vocational programs become part of the secondary school curriculum?	☐	☐

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SECTION III

Directions: Please respond to the following statements by placing an "X" in the box under the appropriate column to the right of the statement with which you can most closely agree.

Perception Statements	Level of Agreement				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
16. The school-to-work transitional problems encountered by educationally disadvantaged youth are compounded by inadequate curricula.	☐	☐	☐	☐	☐
17. The vocational education program in a school system deals more directly and immediately with the students' future employment than any other portion of the curriculum.	☐	☐	☐	☐	☐
18. The school district should establish goals for vocational education programs to meet the needs of minorities.	☐	☐	☐	☐	☐
19. Since English is the primary language of the state, the adjustment in Texas must necessarily be the learning of English by the Spanish-speaking group.	☐	☐	☐	☐	☐
20. Spanish-speaking students are handicapped both in their own thought processes and in communication when working in an English-speaking environment.	☐	☐	☐	☐	☐
21. Students who know Spanish and little of English could not possibly be given a command of English in a short period of time in any grade level.	☐	☐	☐	☐	☐
22. The economic conditions of the educationally disadvantaged Spanish-speaking have a direct bearing on the ability of their children to learn English.	☐	☐	☐	☐	☐
23. Because of language difficulties, the number one problem facing educationally disadvantaged students is that they lose all interest in school within only a year or two of graduation.	☐	☐	☐	☐	☐
24. Helping a student feel a need for using English is an important step in teaching bilingual students.	☐	☐	☐	☐	☐
25. At every level of instruction there is competition for a place in the curriculum, and there is not enough time for everything which might profitably be taught, therefore separate bilingual vocational programs cannot be justified.	☐	☐	☐	☐	☐
26. The Spanish-speaking educationally disadvantaged student needs contact with other students who have a better command of English; consequently, he should not be placed in a bilingual vocational program.	☐	☐	☐	☐	☐
27. The aim of bilingual education is to create functionally literate individuals in both Spanish and English by capitalizing on the linguistic skills the Spanish-speaking students already have.	☐	☐	☐	☐	☐
28. Both private and public sectors have a great demand for persons with a command of English and Spanish.	☐	☐	☐	☐	☐

→

Perception Statements	Level of Agreement				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
29. Establishing new programs for the Spanish-speaking educationally disadvantaged presents new challenges which become a burden to schools.	☐	☐	☐	☐	☐
30. Beginning the kind of programs that are effective with the Spanish-speaking educationally disadvantaged will require more teachers, more teacher-training programs, and new materials.	☐	☐	☐	☐	☐
31. Incorporating bilingual education into vocational education will require more money than school districts have.	☐	☐	☐	☐	☐
32. The main problem faced by teachers in a bilingual vocational program would be teaching the technical terms commonly used on-the-job.	☐	☐	☐	☐	☐
33. Overcoming the language handicap of some Spanish-speaking educationally disadvantaged students is crucial to their success because of restrictions it imposes on academic achievement.	☐	☐	☐	☐	☐
34. Language emphasis should be on helping students speak English in the secondary school.	☐	☐	☐	☐	☐
35. Educationally disadvantaged Spanish-speaking youth are denied much choice in available careers by employers.	☐	☐	☐	☐	☐
36. The ability to read well is a pre-requisite skill for nearly all jobs.	☐	☐	☐	☐	☐
37. Revised textbooks and curricula are necessary if a bilingual vocational program is offered.	☐	☐	☐	☐	☐
38. Remedial reading, using a one language approach, receives much better acceptance in practice than does bilingual education.	☐	☐	☐	☐	☐
39. Much confusion exists about the goals, content, and method of bilingual education.	☐	☐	☐	☐	☐
40. The increasing influx of students from Mexico into the United States has caused a crisis in providing adequate vocational programs for all students.	☐	☐	☐	☐	☐
41. Existing vocational programs do not meet the needs of limited English-ability students and consequently contribute to their high dropout rate.	☐	☐	☐	☐	☐
42. Existing vocational programs are not designed to train persons with language and cultural differences to be gainfully employed in jobs suited to their needs.	☐	☐	☐	☐	☐
43. Assume that you are being charged with the responsibility for making the final decision of implementing an additional vocational program in your school district. Further assume that enough funds are available, you would first implement a bilingual vocational program rather than one of the traditional non-bilingual vocational programs of which cooperative, regular, pre-employment laboratories, and C.V.A.E. already exist in your school district.	☐	☐	☐	☐	☐

→

SECTION IV

Directions: *Please rate each descriptive scale below by placing an "X" at the point which seems most descriptive to you of the need for bilingual vocational education. Here is how to use these scales:*

If you feel the concept of bilingual vocational education is very closely related to the descriptive term at one end of the scale, place an "X" as follows:

fair _X__: ____: ____: ____: ____: ____: ____ unfair

OR

fair ____: ____: ____: ____: ____: _X__: ____ unfair

If, on the other hand, you consider the concept to be neutral on the scale, place an "X" as follows:

fair ____: ____: ____: _X__: ____: ____: ____ unfair

BILINGUAL VOCATIONAL EDUCATION

44. important ____: ____: ____: ____: ____: ____: ____ unimportant
45. simple ____: ____: ____: ____: ____: ____: ____ complicated
46. bad ____: ____: ____: ____: ____: ____: ____ good
47. successful ____: ____: ____: ____: ____: ____: ____ unsuccessful
48. ineffective ____: ____: ____: ____: ____: ____: ____ effective
49. valuable ____: ____: ____: ____: ____: ____: ____ worthless
50. weak ____: ____: ____: ____: ____: ____: ____ strong
51. useful ____: ____: ____: ____: ____: ____: ____ useless
52. hinder ____: ____: ____: ____: ____: ____: ____ help
53. satisfying ____: ____: ____: ____: ____: ____: ____ frustrating
54. efficient ____: ____: ____: ____: ____: ____: ____ inefficient
55. false ____: ____: ____: ____: ____: ____: ____ true
56. unnecessary ____: ____: ____: ____: ____: ____: ____ necessary
57. rewarding ____: ____: ____: ____: ____: ____: ____ unrewarding
58. productive ____: ____: ____: ____: ____: ____: ____ unproductive

SECTION V

Directions: Place an "X" in the appropriate box to the right of each question below.

---

59. How many years of teaching experience do you have, including this year?

☐ 0-2
☐ 3-5
☐ 6-8
☐ 9-
☐ 12-14
☐ 15-17
☐ 18-20
☐ Over 21

---

60. How many years have you been employed in your present position, including this year?

☐ 1-3
☐ 4-6
☐ 7-9
☐ 10-12
☐ 13-15
☐ Over 15

---

61. How many years have you spent in the school district in which you are now employed, including this year?

☐ 0-2
☐ 3-5
☐ 6-8
☐ 9-11
☐ 12-14
☐ 15-17
☐ 18-20
☐ Over 21

---

62. Which best describes your school district?

☐ Predominantly Urban
☐ Predominantly Rural
☐ Both Urban and Rural
☐ Other (Specify)__________

---

63. Who exerts the greatest influence upon the vocational curriculum in your school district?

☐ Superintendent
☐ Assistant Superintendent
☐ Curriculum Director
☐ Vocational Director
☐ Advisory Committee
☐ Secondary School Principal
☐ Vocational Teachers

---

64. What was your major teaching area before becoming an administrator or counselor?

☐ General Education
☐ Bilingual Education
☐ Vocational Education

---

65. If you have had experience outside the field of education, in which of these classifications have you had the most experience?

☐ Managerial
☐ Professional
☐ Clerical
☐ Technician
☐ Sales
☐ Semiskilled
☐ Skilled
☐ Unskilled

---

66. As you responded to the questions about bilingual vocational education on the opinionnaire, do you believe that the descriptive example given in the information section of Page 2 accurately describes the concept of bilingual vocational education? If "No," briefly describe your own concept of bilingual vocational education below:

☐ Yes
☐ No

____

____

____

➡

THANK YOU

FOR YOUR COOPERATION

Please return this form to:

Arturo Salazar
Vocational Education Programs
College of Education
Texas A&M University
College Station, Texas 77843

Code No. ______

APPENDIX B

Initial Texas Education Agency Cover Letter to Bilingual Directors, Vocational Directors, Vocational Counselors, Secondary School Counselors, and Industry Representatives

Texas Education Agency

- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

May 18, 1976

A research project entitled "The Need for Bilingual Vocational Education Programs in Secondary Schools in Texas" has been initiated by Texas A&M University in cooperation with the Texas Education Agency.

The primary purpose of the project is to determine the present and future need for bilingual vocational education programs in the public schools of Texas.

We believe the results of the project will be of value to program planning personnel throughout the state.

Your participation in the project will be sincerely appreciated.

Sincerely yours,

Cadar Parr

Cadar Parr, Associate Commissioner
for Occupational Education and Technology

CP:OM:ls

"An Equal Opportunity Employer"

APPENDIX C

Initial Texas A&M University Cover Letter to Bilingual Directors, Vocational Counselors, Secondary School Counselors, and Industry Representatives

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION, TEXAS 77843

CENTER FOR CAREER
DEVELOPMENT AND
OCCUPATIONAL PREPARATION

May 18, 1976

Your assistance is requested in completing the enclosed opinionnaire concerning programs of bilingual vocational education in Texas. Doing so will help determine whether or not the need for such programs exists in the secondary schools and provide information useful to program planning personnel in local school districts, to the Texas Education Agency, and to the Texas Advisory Council for Technical-Vocational Education.

Bilingual directors of both federally funded and state funded programs, vocational directors, vocational counselors, secondary school counselors, and advisory committee members are being asked to participate in this study. It is being conducted under the supervision of personnel at Texas A&M University and sponsored by the Texas Education Agency.

Furnishing the requested information is important to the success of the study and will be appreciated. A self-addressed, stamped envelope is enclosed for returning the completed opinionnaire. Could you please complete and return the opinionnaire before May 31, 1976? Thank you for your cooperation and assistance.

Sincerely,

Arturo Salazar James E. Christiansen

Arturo Salazar
Principal Investigator

James E. Christiansen
Project Director

AS/JEC/ct

Enclosures

APPENDIX D

Initial Texas A&M University Cover Letter to Vocational Directors

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION TEXAS 77843

CENTER FOR CAREER
DEVELOPMENT AND
OCCUPATIONAL PREPARATION

May 18, 1976

Your assistance is requested in completing the enclosed opinionnaire concerning programs for bilingual vocational education in Texas. Doing so will help determine whether or not the need for such programs exists in the secondary schools and provide information useful to program planning personnel in local school districts, to the Texas Education Agency, and to the Texas Advisory Council for Technical-Vocational Education.

Bilingual directors of both federally funded and state funded programs, vocational directors, vocational counselors, secondary school counselors, and advisory committee members are being asked to participate in this study. It is being conducted under the supervision of personnel at Texas A&M University and sponsored by the Texas Education Agency.

Furnishing the requested information is important to the success of the study and will be appreciated. A self-addressed, stamped envelope is enclosed for returning the completed opinionnaire. Could you please complete and return the opinionnaire before May 31, 1976?

Then, could we ask another favor? The only way we can contact local advisory committee members is through you. Also enclosed is a second opinionnaire in a stamped sealed envelope for the chairman of your local vocational advisory committee. Could you please write the chairman's name and address on the envelope and mail it? If there is more than one vocational program advisory committee, any one chairman would suffice.

In order not to burden you again during any follow-up that might be needed, please write in the chairman's name and address on the back cover page of your own opinionnaire. Then, if a follow-up is necessary, he can be contacted directly. Thank you for your cooperation and assistance.

Sincerely,

Arturo Salazar
Arturo Salazar
Principal Investigator

James E. Christiansen
James E. Christiansen
Project Director

AS/JEC/ct
Enclosures

APPENDIX E

Initial Follow-Up Letter to Bilingual Directors, Vocational Directors, Vocational Counselors, Secondary School Counselors, and Industry Representatives

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION, TEXAS 77843

CENTER FOR CAREER
DEVELOPMENT AND
OCCUPATIONAL PREPARATION

June 7, 1976

On May 18, 1976, you were mailed an opinionnaire regarding a research project entitled "The Need for Bilingual Vocational Education Programs in Secondary Schools in Texas." This study has been initiated by Texas A&M University in cooperation with the Texas Education Agency.

If you have already returned the opinionnaire, please disregard this letter. However, as of this date we have not received your completed opinionnaire and we are depending on your assistance in providing the necessary information. While many responses have already been received, the study will be more valid if your opinions are included. Realizing that your opinionnaire may have been lost in the mail or misplaced, a second opinionnaire and a self-addressed stamped envelope are enclosed for returning the completed opinionnaire.

Your assistance in completing the opinionniare will be appreciated.

Sincerely,

Arturo Salazar James E. Christiansen

Arturo Salazar
Principal Investigator

James E. Christiansen
Project Director

AS/JEC/ct
Enclosures

APPENDIX F

Tables Pertaining to Hypothesis One

Table 5.--Percent of Responses to the Descriptive Scale Items on Attitude About the Concept of Bilingual Vocational Education Held by Bilingual Directors in Texas

Positive Adjective	Percent* of Responses for Each Level of the 7-Point Scale							Negative Adjective
important	29	11	12	18	7	10	11	unimportant
simple	9	6	7	22	14	27	11	complicated
good	27	16	10	27	9	6	4	bad
successful	12	14	14	30	8	12	6	unsuccessful
effective	16	20	4	25	6	9	5	ineffective
valuable	24	19	13	22	9	5	4	worthless
strong	10	19	10	30	6	14	6	weak
useful	25	17	16	21	8	6	4	useless
help	25	19	11	29	5	2	6	hinder
satisfying	22	17	12	23	12	7	4	frustrating
efficient	19	12	14	24	9	11	6	inefficient
true	17	21	6	34	6	6	2	false
necessary	22	19	8	19	11	9	9	unnecessary
rewarding	19	22	10	30	4	9	3	unrewarding
productive	19	20	14	25	9	7	4	unproductive

* Note: The percentages may not total 100% because of non-respondents.

Table 6.--Percent of Responses to the Descriptive Scale Items on Attitude About the Concept of Bilingual Vocational Education Held by Vocational Directors in Texas

Positive Adjective	Percent* of Responses for Each Level of the 7-Point Scale							Negative Adjective
important	9	7	15	30	10	13	9	unimportant
simple	2	5	4	21	17	25	17	complicated
good	9	12	22	37	3	6	4	bad
successful	6	6	12	43	10	10	6	unsuccessful
effective	4	13	13	40	10	8	5	ineffective
valuable	8	13	24	27	10	8	3	worthless
strong	4	7	12	40	12	12	5	weak
useful	8	14	22	25	10	9	4	useless
help	8	20	22	25	9	6	4	hinder
satisfying	6	9	16	35	12	12	4	frustrating
efficient	5	9	14	40	10	10	7	inefficient
true	5	12	9	49	6	6	5	false
necessary	4	11	20	27	12	12	10	unnecessary
rewarding	7	10	19	40	6	6	6	unrewarding
productive	7	9	9	33	10	10	5	unproductive

* Note: The percentages may not total 100% because of non-respondents.

Table 7.--Percent of Responses to the Descriptive Scale Items on Attitude About the C
Bilingual Vocational Education Held by Vocational Counselors in Texas

Positive Adjective	Percent* of Responses for Each Level of the 7-Point Scale						
important	10	16	16	19	11	11	11
simple	3	2	4	28	18	23	14
good	15	15	19	25	5	9	6
successful	5	10	10	40	9	15	3
effective	4	12	19	30	10	10	7
valuable	11	13	22	23	10	10	3
strong	3	10	10	35	16	13	6
useful	13	17	20	20	12	9	3
help	12	16	23	20	6	10	6
satisfying	9	12	18	31	4	15	4
efficient	7	6	14	33	13	14	6
true	6	14	14	44	3	8	2
necessary	11	18	15	23	4	17	8
rewarding	11	18	18	27	8	9	3
productive	11	16	17	27	7	8	5

* Note: The percentages may not total 100% because of non-respondents.

esponses to the Descriptive Scale Items on Attitude About the Concept of
ducation Held by Vocational Counselors in Texas

Percent* of Responses for Each Level of the 7-Point Scale							Negative Adjective
10	16	16	19	11	11	11	unimportant
3	2	4	28	18	23	14	complicated
15	15	19	25	5	9	6	bad
5	10	10	40	9	15	3	unsuccessful
4	12	19	30	10	10	7	ineffective
11	13	22	23	10	10	3	worthless
3	10	10	35	16	13	6	weak
13	17	20	20	12	9	3	useless
12	16	23	20	6	10	6	hinder
9	12	18	31	4	15	4	frustrating
7	6	14	33	13	14	6	inefficient
6	14	14	44	3	8	2	false
11	18	15	23	4	17	8	unnecessary
11	18	18	27	8	9	3	unrewarding
11	16	17	27	7	8	5	unproductive

entages may not total 100% because of non-respondents.

Table 8.--Percent of Responses to the Descriptive Scale Items on Attitude About the Co
Bilingual Vocational Education Held by Secondary School Counselors in Texas

Positive Adjective	Percent* of Responses for Each Level of the 7-Point Scale						
important	15	18	18	20	7	11	8
simple	3	7	5	20	14	30	18
good	24	21	15	23	5	5	5
successful	5	14	8	42	8	15	3
effective	12	20	14	29	8	11	3
valuable	15	25	21	14	11	5	6
strong	6	15	11	34	13	13	6
useful	19	25	23	12	5	6	7
help	22	25	15	22	6	2	5
satisfying	12	18	15	28	8	10	5
efficient	8	15	15	28	14	9	6
true	11	20	14	35	5	5	10
necessary	16	22	16	17	7	9	9
rewarding	15	23	17	29	5	6	3
productive	13	24	22	24	5	6	4

* Note: The percentages may not total 100% because of non-respondents.

--Percent of Responses to the Descriptive Scale Items on Attitude About the Concept of Vocational Education Held by Secondary School Counselors in Texas

e	Percent* of Responses for Each Level of the 7-Point Scale							Negative Adjective
t	15	18	18	20	7	11	8	unimportant
	3	7	5	20	14	30	18	complicated
	24	21	15	23	5	5	5	bad
ul	5	14	8	42	8	15	3	unsuccessful
e	12	20	14	29	8	11	3	ineffective
	15	25	21	14	11	5	6	worthless
	6	15	11	34	13	13	6	weak
	19	25	23	12	5	6	7	useless
	22	25	15	22	6	2	5	hinder
ng	12	18	15	28	8	10	5	frustrating
t	8	15	15	28	14	9	6	inefficient
	11	20	14	35	5	5	10	false
y	16	22	16	17	7	9	9	unnecessary
g	15	23	17	29	5	6	3	unrewarding
ve	13	24	22	24	5	6	4	unproductive

ote: The percentages may not total 100% because of non-respondents.

Table 9.--Percent of Responses to the Descriptive Scale Items on Attitude About the Conc
Bilingual Vocational Education Held by Industry Representatives in Texas

Positive Adjective	Percent* of Responses for Each Level of the 7-Point Scale						
important	16	7	15	18	3	9	19
simple	2	1	6	15	14	27	22
good	10	17	17	17	8	5	11
successful	3	8	14	28	8	3	22
effective	6	9	17	22	6	9	18
valuable	13	14	16	15	10	9	10
strong	6	7	11	25	7	18	13
useful	10	17	19	7	9	9	13
help	11	20	16	9	10	7	11
satisfying	3	13	11	25	10	8	16
efficient	5	10	13	19	10	16	14
true	8	13	13	28	5	6	14
necessary	13	14	15	10	8	10	18
rewarding	11	17	9	20	7	8	14
productive	8	14	18	17	8	5	17

* Note: The percentages may not total 100% because of non-respondents.

esponses to the Descriptive Scale Items on Attitude About the Concept of ducation Held by Industry Representatives in Texas

Percent* of Responses for Each Level of the 7-Point Scale							Negative Adjective
16	7	15	18	3	9	19	unimportant
2	1	6	15	14	27	22	complicated
10	17	17	17	8	5	11	bad
3	8	14	28	8	3	22	unsuccessful
6	9	17	22	6	9	18	ineffective
13	14	16	15	10	9	10	worthless
6	7	11	25	7	18	13	weak
10	17	19	7	9	9	13	useless
11	20	16	9	10	7	11	hinder
3	13	11	25	10	8	16	frustrating
5	10	13	19	10	16	14	inefficient
8	13	13	28	5	6	14	false
13	14	15	10	8	10	18	unnecessary
11	17	9	20	7	8	14	unrewarding
8	14	18	17	8	5	17	unproductive

centages may not total 100% because of non-respondents.

APPENDIX G

Tables Pertaining to Hypothesis Two

Table 10.--Means and F-Ratio Values Obtained from Responses of Federal and State Bilin
Regarding Their Perceptions About Bilingual Vocational Education

Perception Statements	Means of Bilingual Directors		F-
	Federal	State	
1. The school-to-work transitional problems encountered by educationally disadvantaged youth are compounded by inadequate curricula.	4.023	3.135	1
2. The vocational education program in a school system deals more directly and immediately with the students' future employment than any other portion of the curriculum.	3.488	3.466	
3. The school district should establish goals for vocational education programs to meet the needs of minorities.	4.116	3.372	1
4. Since English is the primary language of the state, the adjustment in Texas must necessarily be the learning of English by the Spanish-speaking group.	3.581	3.983	
5. Spanish-speaking students are handicapped both in their own thought processes and in communication when working in an English-speaking environment.	3.488	3.118	

Ratio Values Obtained from Responses of Federal and State Bilingual Directors
ions About Bilingual Vocational Education

tion Statements	Means of Bilingual Directors Federal	State	F-Ratio	p
transitional problems en- tionally disadvantaged youth inadequate curricula.	4.023	3.135	18.211	.000
ucation program in a school directly and immediately with ure employment than any other rriculum.	3.488	3.466	0.011	.913
ct should establish goals for ion programs to meet the needs	4.116	3.372	12.253	.000
the primary language of the ment in Texas must necessarily f English by the Spanish-	3.581	3.983	3.770	.050
students are handicapped both ght processes and in communi- ng in an English-speaking	3.488	3.118	3.070	.078

Table 10.--Continued

Perception Statements	Means of Bilingual Directors		F-
	Federal	State	
6. Students who know Spanish and little of English could not possibly be given a command of English in a short period of time in any grade level.	3.395	3.076	2
7. The economic conditions of the educationally disadvantaged Spanish-speaking have a direct bearing on the ability of their children to learn English.	3.627	3.000	6
8. Because of language difficulties, the number one problem facing educationally disadvantaged students is that they lose all interest in school within only a year or two of graduation.	3.611	2.745	11
9. Helping a student feel a need for using English is an important step in teaching bilingual students.	4.232	3.774	2
10. At every level of instruction there is competition for a place in the curriculum, and there is not enough time for everything which might profitably be taught, therefore separate bilingual vocational programs cannot be justified.	2.441	3.110	8

	Means of Bilingual Directors			
eption Statements	Federal	State	F-Ratio	p
w Spanish and little of English ly be given a command of rt period of time in any grade	3.395	3.076	2.004	.155
ditions of the educationally panish-speaking have a direct bility of their children to	3.627	3.000	6.907	.009
age difficulties, the number ng educationally disadvantaged they lose all interest in ly a year or two of graduation.	3.611	2.745	11.431	.001
t feel a need for using portant step in teaching bi- s.	4.232	3.774	2.910	.086
f instruction there is competi- in the curriculum, and there me for everything which might ught, therefore separate bi- al programs cannot be justified.	2.441	3.110	8.223	.004

Table 10.--Continued

Perception Statements	Means of Bilingual Directors		F-
	Federal	State	
11. The Spanish-speaking educationally disadvantaged student needs contact with other students who have a better command of English; consequently, he should not be placed in a bilingual vocational program.	2.372	3.279	15
12. The aim of bilingual education is to create functionally literate individuals in both Spanish and English by capitalizing on the linguistic skills the Spanish-speaking students already have.	4.302	3.694	9
13. Both private and public sectors have a great demand for persons with a command of English and Spanish.	4.139	3.576	6
14. Establishing new programs for the Spanish-speaking educationally disadvantaged presents new challenges which become a burden to schools.	2.441	3.237	11

ception Statements	Means of Bilingual Directors		F-Ratio	p
	Federal	State		
king educationally disadvantaged ntact with other students who mmand of English; consequently, placed in a bilingual voca-	2.372	3.279	15.645	.000
al education is to create erate individuals in both ish by capitalizing on the s the Spanish-speaking have.	4.302	3.694	9.726	.002
public sectors have a great ns with a command of English	4.139	3.576	6.625	.010
programs for the Spanish- onally disadvantaged presents hich become a burden to schools.	2.441	3.237	11.921	.001

Table 10.--Continued

Perception Statements	Means of Bilingual Directors	
	Federal	State
15. Beginning the kind of programs that are effective with the Spanish-speaking educationally disadvantaged will require more teachers, more teacher-training programs, and new materials.	4.000	3.745
16. Incorporating bilingual education into vocational education will require more money than school districts have.	3.139	3.516
17. The main problem faced by teachers in a bilingual vocational program would be teaching the technical terms commonly used on-the-job.	3.255	2.957
18. Overcoming the language handicap of some Spanish-speaking educationally disadvantaged students is crucial to their success because of restrictions it imposes on academic achievement.	3.581	3.542
19. Language emphasis should be on helping students speak English in the secondary school.	3.441	3.728
20. Educationally disadvantaged Spanish-speaking youth are denied much choice in available careers by employers.	3.930	3.144

eption Statements	Means of Bilingual Directors		F-Ratio	p
	Federal	State		
nd of programs that are effective -speaking educationally disadvan- re more teachers, more teacher- s, and new materials.	4.000	3.745	1.796	.178
lingual education into vocational equire more money than school dis-	3.139	3.516	3.016	.080
faced by teachers in a bi- al program would be teaching the commonly used on-the-job.	3.255	2.957	2.285	.128
language handicap of some Spanish- ionally disadvantaged students is r success because of restrictions cademic achievement.	3.581	3.542	0.032	.851
is should be on helping students n the secondary school.	3.441	3.728	1.651	.198
isadvantaged Spanish-speaking d much choice in available careers	3.930	3.144	12.521	.000

Table 10.--Continued

Perception Statements	Means of Bilingual Directors		F-
	Federal	State	
21. The ability to read well is a pre-requisite skill for nearly all jobs	3.953	3.627	2
22. Revised textbooks and curricula are necessary if a bilingual vocational program is offered.	3.720	3.466	1
23. Remedial reading, using a one language approach, receives much better acceptance in practice than does bilingual education.	3.254	2.953	1
24. Much confusion exists about the goals, content, and method of bilingual education.	3.837	3.830	0
25. The increasing influx of students from Mexico into the United States has caused a crisis in providing adequate vocational programs for all students.	3.139	2.915	1
26. Existing vocational programs do not meet the needs of limited English-ability students and consequently contribute to their high dropout rate.	3.325	2.652	8

eption Statements	Means of Bilingual Directors		F-Ratio	p
	Federal	State		
ead well is a pre-requisite all jobs	3.953	3.627	2.229	.134
s and curricula are necessary ocational program is offered.	3.720	3.466	1.660	.196
, using a one language ap- much better acceptance in s bilingual education.	3.254	2.953	1.902	.166
ists about the goals, con- of bilingual education.	3.837	3.830	0.001	.976
flux of students from nited States has caused a ng adequate vocational students.	3.139	2.915	1.049	.308
al programs do not meet the English-ability students contribute to their high	3.325	2.652	8.463	.004

Table 10.--Continued

Perception Statements	Means of Bilingual Directors		F-
	Federal	State	
27. Existing vocational programs are not designed to train persons with language and cultural differences to be gainfully employed in jobs suited to their needs.	3.465	2.855	7
28. Assume that you are being charged with the responsibility for making the final decision of implementing an additional vocational program in your school district. Further assume that enough funds are available; you would first implement a bilingual vocational program rather than one of the traditional non-bilingual vocational programs of which co-operative, regular, pre-employment laboratories, and C.V.A.E. already exist in your school district.	3.767	2.618	26

eption Statements	Means of Bilingual Directors		F-Ratio	p
	Federal	State		
onal programs are not designed with language and cultural be gainfully employed in jobs needs.	3.465	2.855	7.118	.008
are being charged with the res- making the final decision of additional vocational program district. Further assume that e available; you would first ingual vocational program of the traditional non- ional programs of which co- lar, pre-employment labora- .A.E. already exist in your .	3.767	2.618	26.293	.000

Table 11.--Means and F-Ratio Values Obtained from Responses of Federal and State Bil
Directors Regarding Their Attitudes About the Concept of Bilingual Vocational Educat

	Attitude Descriptive Adjectives	Means of Bilingual Directors		F-Ratio
		Federal	State	
1.	important/unimportant	1.744	3.864	38.178
2.	simple/complicated	2.976	4.601	3.367
3.	bad/good	5.907	4.423	21.941
4.	successful/unsuccessful	2.418	3.966	27.007
5.	ineffective/effective	5.465	4.093	17.189
6.	valuable/worthless	1.720	3.432	35.308
7.	weak/strong	4.767	3.847	7.698
8.	useful/useless	1.604	3.449	43.549
9.	hinder/help	5.883	4.474	19.593
10.	satisfying/frustrating	1.883	3.601	34.180
11.	efficient/inefficient	2.093	3.745	26.839
12.	false/true	5.348	4.101	13.288
13.	unnecessary/necessary	5.651	4.016	21.184
14.	rewarding/unrewarding	1.814	3.542	39.415
15.	productive/unproductive	1.930	3.533	31.729

d F-Ratio Values Obtained from Responses of Federal and State Bilingual
Their Attitudes About the Concept of Bilingual Vocational Education

tude Adjectives	Means of Bilingual Directors		F-Ratio	p
	Federal	State		
nimportant	1.744	3.864	38.178	.000
licated	2.976	4.601	3.367	.064
	5.907	4.423	21.941	.000
/unsuccessful	2.418	3.966	27.007	.000
/effective	5.465	4.093	17.189	.000
rthless	1.720	3.432	35.308	.000
	4.767	3.847	7.698	.006
ess	1.604	3.449	43.549	.000
	5.883	4.474	19.593	.000
/frustrating	1.883	3.601	34.180	.000
nefficient	2.093	3.745	26.839	.000
	5.348	4.101	13.288	.000
/necessary	5.651	4.016	21.184	.000
nrewarding	1.814	3.542	39.415	.000
/unproductive	1.930	3.533	31.729	.000

APPENDIX H

Tables Pertaining to Hypothesis Four

Table 15.--Means and F-Ratio Values Obtained from Responses of Bilingual Directors Wit
Education Teaching Experience and Bilingual Directors Without Vocational Education Tea
Regarding the Need for Bilingual Vocational Education

Perception Statements	Means of Bilingual Directors	
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.
1. The school-to-work transitional problems encountered by educationally disadvantaged youth are compounded by inadequate curricula.	2.700	3.417
2. The vocational education program in a school system deals more directly and immediately with the students' future employment than any other portion of the curriculum.	3.300	3.483
3. The school district should establish goals for vocational education programs to meet the needs of minorities.	2.800	3.622
4. Since English is the primary language of the state, the adjustment in Texas must necessarily be the learning of English by the Spanish-speaking group.	4.000	3.867
5. Spanish-speaking students are handicapped both in their own thought processes and in communication when working in an English-speaking environment.	2.900	3.238

-Ratio Values Obtained from Responses of Bilingual Directors With Vocational
erience and Bilingual Directors Without Vocational Education Teaching Experience
Bilingual Vocational Education

ption Statements	Means of Bilingual Directors With Voc. Teach. Exp.	 Without Voc. Teach. Exp.	F-Ratio	p
rk transitional problems encoun- onally disadvantaged youth are adequate curricula.	2.700	3.417	3.239	.070
ducation program in a school e directly and immediately with ture employment than any other urriculum.	3.300	3.483	0.226	.640
ict should establish goals for tion programs to meet the needs	2.800	3.622	4.255	.038
s the primary language of the stment in Texas must necessarily of English by the Spanish-	4.000	3.867	0.119	.730
g students are handicapped both ought processes and in communi- king in an English-speaking en-	2.900	3.238	0.755	.609

Table 15.--Continued

Perception Statements	Means of Bilingual Directors		F
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.	
6. Students who know Spanish and little of English could not possibly be given a command of English in a short period of time in any grade level.	2.900	3.178	
7. The economic conditions of the educationally disadvantaged Spanish-speaking have a direct bearing on the ability of their children to learn English.	3.000	3.178	
8. Because of language difficulties, the number one problem facing educationally disadvantaged students is that they lose all interest in school within only a year or two of graduation.	2.500	2.980	
9. Helping a student feel a need for using English is an important step in teaching bilingual students.	3.500	4.079	
10. At every level of instruction there is competition for a place in the curriculum, and there is not enough time for everything which might profitably be taught, therefore separate bilingual vocational programs cannot be justified.	3.000	2.927	

eption Statements	Means of Bilingual Directors: With Voc. Teach. Exp.	Means of Bilingual Directors: Without Voc. Teach. Exp.	F-Ratio	P
w Spanish and little of English ly be given a command of English d of time in any grade level.	2.900	3.178	0.451	.510
nditions of the educationally dis- lsh-speaking have a direct bearing of their children to learn English.	3.000	3.178	0.160	.692
uage difficulties, the number one educationally disadvantaged stu- hey lose all interest in school ear or two of graduation.	2.500	2.980	1.257	.262
nt feel a need for using English step in teaching bilingual students.	3.500	4.079	4.410	.035
of instruction there is competition the curriculum, and there is not everything which might profitably refore separate bilingual vocational t be justified.	3.000	2.927	0.028	.862

Table 15.--Continued

Perception Statements	Means of Bilingual Directors	
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.
11. The Spanish-speaking educationally disadvantaged student needs contact with other students who have a better command of English; consequently, he should not be placed in a bilingual vocational program.	2.900	3.046
12. The aim of bilingual education is to create functionally literate individuals in both Spanish and English by capitalizing on the linguistic skills the Spanish-speaking students already have.	3.300	3.894
13. Both private and public sectors have a great demand for persons with a command of English and Spanish.	3.000	3.774
14. Establishing new programs for the Spanish-speaking educationally disadvantaged presents new challenges which become a burden to schools.	2.800	3.039
15. Beginning the kind of programs that are effective with the Spanish-speaking educationally disadvantaged will require more teachers, more teacher-training programs, and new materials.	3.500	3.834

ption Statements	Means of Bilingual Directors		F-Ratio	p
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.		
ing educationally disadvantaged tact with other students who mand of English; consequently, placed in a bilingual vocational	2.900	3.046	0.110	.739
ual education is to create func- individuals in both Spanish and lizing on the linguistic skills ing students already have.	3.300	3.894	2.652	.101
public sectors have a great de- with a command of English and	3.000	3.774	3.664	.054
programs for the Spanish-speaking advantaged presents new challenges rden to schools.	2.800	3.039	0.300	.591
d of programs that are effective speaking educationally disadvan- e more teachers, more teacher- , and new materials.	3.500	3.834	0.920	.659

Table 15.--Continued

Perception Statements	Means of Bilingual Directors	
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.
16. Incorporating bilingual education into vocational education will require more money than school districts have.	3.400	3.417
17. The main problem faced by teachers in a bilingual vocational program would be teaching the technical terms commonly used on-the-job.	3.100	3.033
18. Overcoming the language handicap of some Spanish-speaking educationally disadvantaged students is crucial to their success because of restrictions it imposes on academic achievement.	3.200	3.576
19. Language emphasis should be on helping students speak English in the secondary school.	3.500	3.662
20. Educationally disadvantaged Spanish-speaking youth are denied much choice in available careers by employers.	2.900	3.384
21. The ability to read well is a pre-requisite skill for nearly all jobs.	3.000	3.761

tion Statements	Means of Bilingual Directors		F-Ratio	p
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.		
ngual education into voca- ill require more money than ave.	3.400	3.417	0.002	.965
aced by teachers in a bi- program would be teaching s commonly used on-the-job.	3.100	3.033	0.034	.848
guage handicap of some ducationally disadvantaged l to their success because of poses on academic achievement.	3.200	3.576	0.908	.655
should be on helping students he secondary school.	3.500	3.662	0.156	.696
dvantaged Spanish-speaking uch choice in available careers	2.900	3.384	1.321	.250
d well is a pre-requisite skill s.	3.000	3.761	3.643	.054

Table 15.--Continued

Perception Statements	Means of Bilingual Directors With Voc. Teach. Exp.	Means of Bilingual Directors Without Voc. Teach. Exp.
22. Revised textbooks and curricula are necessary if a bilingual vocational program is offered.	2.900	3.576
23. Remedial reading, using a one language approach, receives much better acceptance in practice than does bilingual education.	2.400	3.225
24. Much confusion exists about the goals, content, and method of bilingual education.	3.700	3.841
25. The increasing influx of students from Mexico into the United States has caused a crisis in providing adequate vocational programs for all students.	2.700	2.993
26. Existing vocational programs do not meet the needs of limited English-ability students and consequently contribute to their high dropout rate.	2.100	2.880
27. Existing vocational programs are not designed to train persons with language and cultural differences to be gainfully employed in jobs suited to their needs.	2.200	3.072

eption Statements	Means of Bilingual Directors		F-Ratio	p
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.		
s and curricula are necessary if tional program is offered.	2.900	3.576	3.518	.059
, using a one language approach, tter acceptance in practice than ducation.	2.400	3.225	4.325	.036
xists about the goals, content, lingual education.	3.700	3.841	0.120	.729
nflux of students from Mexico into s has caused a crisis in providing nal programs for all students.	2.700	2.993	0.532	.526
nal programs do not meet the needs sh-ability students and con- bute to their high dropout rate.	2.100	2.880	3.285	.068
nal programs are not designed to th language and cultural differ- fully employed in jobs suited to	2.200	3.072	4.274	.037

Table 15.--Continued

Perception Statements	Means of Bilingual Directors	
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.
28. Assume that you are being charged with the responsibility for making the final decision of implementing an additional vocational program in your school district. Further assume that enough funds are available; you would first implement a bilingual vocational program rather than one of the traditional non-bilingual vocational programs of which cooperative, regular, pre-employment laboratories, and C.V.A.E. already exist in your school district.	2.000	2.986

eption Statements	Means of Bilingual Directors		F-Ratio	p
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.		
are being charged with the res- making the final decision of additional vocational program in rict. Further assume that enough ble; you would first implement a onal program rather than one of the bilingual vocational programs of e, regular, pre-employment labora- A.E. already exist in your school	2.000	2.986	5.113	.023

Table 16.--Means and F-Ratio Values Obtained from Responses of Bilingual Directors
al Education Teaching Experience and Bilingual Directors Without Vocational Educati
Experience Regarding Their Perceptions About the Concept of Bilingual Vocational Ed

	Attitude Descriptive Adjectives	Means of Bilingual Directors		F-Ratio
		With Voc. Teach. Exp.	Without Voc. Teach. Exp.	
1.	important/unimportant	5.100	3.178	7.896
2.	simple/complicated	4.700	4.417	0.201
3.	bad/good	3.700	4.894	3.807
4.	successful/unsuccessful	4.400	3.496	2.376
5.	ineffective/effective	3.500	4.523	2.610
6.	valuable/worthless	4.500	2.874	8.159
7.	weak/strong	3.200	4.152	2.376
8.	useful/useless	4.600	2.847	9.745
9.	hinder/help	3.800	4.920	3.352
10.	satisfying/frustrating	4.300	3.066	4.438
11.	efficient/inefficient	4.800	3.205	6.627
12.	false/true	4.100	4.457	0.300
13.	unnecessary/necessary	3.600	4.509	1.744
14.	rewarding/unrewarding	4.100	3.013	3.805
15.	productive/unproductive	4.300	3.026	5.125

nd F-Ratio Values Obtained from Responses of Bilingual Directors With Vocation-
ing Experience and Bilingual Directors Without Vocational Education Teaching
ng Their Perceptions About the Concept of Bilingual Vocational Education

itude e Adjectives	Means of Bilingual Directors		F-Ratio	p
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.		
unimportant	5.100	3.178	7.896	.005
plicated	4.700	4.417	0.201	.659
	3.700	4.894	3.807	.049
/unsuccessful	4.400	3.496	2.376	.121
e/effective	3.500	4.523	2.610	.104
orthless	4.500	2.874	8.159	.005
g	3.200	4.152	2.376	.121
less	4.600	2.847	9.745	.002
o	3.800	4.920	3.352	.065
/frustrating	4.300	3.066	4.438	.034
inefficient	4.800	3.205	6.627	.010
	4.100	4.457	0.300	.591
y/necessary	3.600	4.509	1.744	.185
unrewarding	4.100	3.013	3.805	.049
/unproductive	4.300	3.026	5.125	.023

Table 18.--Means and F-Ratio Values Obtained from Responses of Vocational Counselors Wi Education Teaching Experience and Vocational Counselors Without Vocational Education Te Experience Regarding the Need for Bilingual Vocational Education

Perception Statements	Means of Vocational Counselors	
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.
1. The school-to-work transitional problems encountered by educationally disadvantaged youth are compounded by inadequate curricula.	3.424	3.329
2. The vocational education program in a school system deals more directly and immediately with the students' future employment than any other portion of the curriculum.	4.000	4.061
3. The school district should establish goals for vocational education programs to meet the needs of minorities	3.272	3.182
4. Since English is the primary language of the state, the adjustment in Texas must necessarily be the learning of English by the Spanish-speaking group.	4.333	3.804
5. Spanish-speaking students are handicapped both in their own thought processes and in communication when working in an English-speaking environment.	3,575	3.451

Ratio Values Obtained from Responses of Vocational Counselors With Vocational
rience and Vocational Counselors Without Vocational Education Teaching
e Need for Bilingual Vocational Education

tion Statements	Means of Vocational Counselors		F-Ratio	p
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.		
transitional problems encoun- ally disadvantaged youth are equate curricula.	3.424	3.329	0.121	.728
cation program in a school directly and immediately with re employment than any other riculum.	4.000	4.061	0.062	.799
t should establish goals for on programs to meet the needs	3.272	3.182	0.103	.748
he primary language of the ent in Texas must necessarily be glish by the Spanish-speaking	4.333	3.804	4.635	.031
tudents are handicapped both in processes and in communication English-speaking environment.	3,575	3.451	0.282	.603

Table 18.--Continued

Perception Statements	Means of Vocational Counselors	
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.
6. Students who know Spanish and little of English could not possibly be given a command of English in a short period of time in any grade level.	3.272	3.109
7. The economic conditions of the educationally disadvantaged Spanish-speaking have a direct bearing on the ability of their children to learn English.	3.242	3.000
8. Because of language difficulties, the number one problem facing educationally disadvantaged students is that they lose all interest in school within only a year or two of graduation.	2.727	2.695
9. Helping a student feel a need for using English is an important step in teaching bilingual students.	4.151	4.000
10. At every level of instruction there is competition for a place in the curriculum, and there is not enough time for everything which might profitably be taught, therefore separate bilingual vocational programs cannot be justified.	3.212	3.122

eption Statements	Means of Vocational Counselors		F-Ratio	p
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.		
w Spanish and little of English ly be given a command of English d of time in any grade level.	3.272	3.109	0.440	.515
ditions of the educationally dis- sh-speaking have a direct bearing f their children to learn English.	3.242	3.000	0.888	.649
ge difficulties, the number one ducationally disadvantaged students e all interest in school within o of graduation.	2.727	2.695	0.019	.885
feel a need for using English is in teaching bilingual students.	4.151	4.000	0.544	.530
instruction there is competition e curriculum, and there is not everything which might profitably fore separate bilingual vocational e justified.	3.212	3.122	0.131	.718

Table 18.--Continued

	Means of Vocational Counselors		
Perception Statements	With Voc. Teach. Exp.	Without Voc. Teach. Exp.	F
11. The Spanish-speaking educationally disadvantaged student needs contact with other students who have a better command of English; consequently, he should not be placed in a bilingual vocational program.	3.272	3.304	
12. The aim of bilingual education is to create functionally literate individuals in both Spanish and English by capitalizing on the linguistic skills the Spanish-speaking students already have.	3.666	3.536	
13. Both private and public sectors have a great demand for persons with a command of English and Spanish.	4.030	3.500	
14. Establishing new programs for the Spanish-speaking educationally disadvantaged presents new challenges which become a burden to schools.	3.757	3.341	
15. Beginning the kind of programs that are effective with the Spanish-speaking educationally disadvantaged will require more teachers, more teacher-training programs, and new materials.	4.090	3.878	

d

rception Statements	Means of Vocational Counselors		F-Ratio	p
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.		
eaking educationally disadvantaged contact with other students who command of English; consequently, be placed in a bilingual vocational	3.272	3.304	0.016	.895
ingual education is to create iterate individuals in both Spanish capitalizing on the linguistic nish-speaking students already have.	3.666	3.536	0.341	.567
rd public sectors have a great demand th a command of English and Spanish.	4.030	3.500	5.071	.024
ew programs for the Spanish-speaking disadvantaged presents new challenges burden to schools.	3.757	3.341	3.231	.071
kind of programs that are effective sh-speaking educationally disadvan- uire more teachers, more teacher- ams, and new materials.	4.090	3.878	1.288	.257

Table 18.--Continued

Perception Statements	Means of Vocational Counselors	
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.
16. Incorporating bilingual education into vocational education will require more money than school districts have.	3.787	3.463
17. The main problem faced by teachers in a bilingual vocational program would be teaching the technical terms commonly used on-the-job.	2.878	2.926
18. Overcoming the language handicap of some Spanish-speaking educationally disadvantaged students is crucial to their success because of restrictions it imposes on academic achievement.	3.606	3.817
19. Language emphasis should be on helping students speak English in the secondary school.	3.727	3.756
20. Educationally disadvantaged Spanish-speaking youth are denied much choice in available careers by employers.	2.969	3.195
21. The ability to read well is a pre-requisite skill for nearly all jobs.	3.666	3.536

ception Statements	Means of Vocational Counselors		F-Ratio	p
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.		
ilingual education into voca- n will require more money than s have.	3.787	3.463	2.060	.150
m faced by teachers in a bi- nal program would be teaching erms commonly used on-the-job.	2.878	2.926	0.040	.836
language handicap of some g educationally disadvantaged cial to their success because it imposes on academic achievement.	3.606	3.817	0.896	.652
is should be on helping students n the secondary school.	3.727	3.756	0.014	.903
disadvantaged Spanish-speaking d much choice in available careers	2.969	3.195	0.796	.622
read well is a pre-requisite skill jobs.	3.666	3.536	0.262	.616

Table 18.--Continued

Perception Statements	Means of Vocational Counselors	
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.
22. Revised textbooks and curricula are necessary if a bilingual vocational program is offered.	3.757	3.536
23. Remedial reading, using a one language approach, receives much better acceptance in practice than does bilingual education.	3.515	3.231
24. Much confusion exists about the goals, content and method of bilingual education.	3.787	3.573
25. The increasing influx of students from Mexico into the United States has caused a crisis in providing adequate vocational programs for all students.	3.393	3.158
26. Existing vocational programs do not meet the needs of limited English-ability students and consequently contribute to their high dropout rate.	2.727	2.731

	Means of Vocational Counselors			
tion Statements	With Voc. Teach. Exp.	Without Voc. Teach. Exp.	F-Ratio	p
and curricula are necessary if onal program is offered.	3.757	3.536	1.096	.297
using a one language approach, ter acceptance in practice than ication.	3.515	3.231	1.584	.208
ists about the goals, content ngual education.	3.787	3.573	0.931	.661
flux of students from Mexico tates has caused a crisis in e vocational programs for all	3.393	3.158	0.916	.657
al programs do not meet the English-ability students and ribute to their high dropout	2.727	2.731	0.000	.986

Table 18.--Continued

Perception Statements	Means of Vocational Counselors		F
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.	
27. Existing vocational programs are not designed to train persons with langauge and cultural differences to be gainfully employed in jobs suited to their needs.	2.515	2.695	
28. Assume that you are being charged with the responsibility for making the final decision of implementing an additional vocational program in your school district. Further assume that enough funds are available; you would first implement a bilingual vocational program rather than one of the traditional non-bilingual vocational programs of which cooperative, regular, pre-employment laboratories, and C.V.A.E. already exist in your school district.	2.303	2.195	

ion Statements	Means of Vocational Counselors		F-Ratio	p
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.		
programs are not designed to langauge and cultural differ- ly employed in jobs suited to	2.515	2.695	0.502	.512
being charged with the res- ing the final decision of im- ional vocational program in t. Further assume that ailable; you would first al vocational program rather ditional non-bilingual vo- f which cooperative, regular, ratories, and C.V.A.E. already l district.	2.303	2.195	0.184	.672

Table 19.--Means and F-Ratio Values Obtained from Responses of Vocational Counselors Vocational Education Teaching Experience and Vocational Counselors Without Vocationa Teaching Experience Regarding Their Perceptions About the Concept of Bilingual Vocat Education

	Attitude Descriptive Adjectives	Means of Vocational Counselors		F-Ratio
		With Voc. Teach. Exp.	Without Voc. Teach. Exp.	
1.	important/unimportant	3.727	3.670	0.018
2.	simple/complicated	4.909	4.487	1.170
3.	bad/good	4.151	4.329	0.185
4.	successful/unsuccessful	3.787	3.695	0.064
5.	ineffective/effective	3.636	3.865	0.388
6.	valuable/worthless	3.454	3.317	0.139
7.	weak/strong	3.303	3.536	0.430
8.	useful/useless	3.121	3.280	0.183
9.	hinder/help	4.121	4.195	0.031
10.	satisfying/frustrating	3.545	3.536	0.001
11.	efficient/inefficient	3.848	3.841	0.000
12.	false/true	4.363	3.865	1.855
13.	unnecessary/necessary	4.151	3.975	0.171
14.	rewarding/unrewarding	3.060	3.256	0.303
15.	productive/unproductive	3.515	3.085	1.257

d F-Ratio Values Obtained from Responses of Vocational Counselors With
n Teaching Experience and Vocational Counselors Without Vocational Education
Regarding Their Perceptions About the Concept of Bilingual Vocational

tude Adjectives	Means of Vocational Counselors		F-Ratio	p
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.		
unimportant	3.727	3.670	0.018	.888
plicated	4.909	4.487	1.170	.281
	4.151	4.329	0.185	.671
/unsuccessful	3.787	3.695	0.064	.796
e/effective	3.636	3.865	0.388	.541
orthless	3.454	3.317	0.139	.711
g	3.303	3.536	0.430	.520
less	3.121	3.280	0.183	.673
o	4.121	4.195	0.031	.854
/frustrating	3.545	3.536	0.001	.979
inefficient	3.848	3.841	0.000	.983
	4.363	3.865	1.855	.172
y/necessary	4.151	3.975	0.171	.683
unrewarding	3.060	3.256	0.303	.590
/unproductive	3.515	3.085	1.257	.263

Table 21.--Means and F-Ratio Values Obtained from Responses of Secondary School Counse
Vocational Education Teaching Experience and Secondary School Counselors Without Vocat
Teaching Experience Regarding the Need for Bilingual Vocational Education

Perception Statements	Means of Secondary School Counselors	
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.
1. The school-to-work transitional problems encountered by educationally disadvantaged youth are compounded by inadequate curricula.	3.000	3.181
2. The vocational education program in a school system deals more directly and immediately with the students' future employment than any other portion of the curriculum.	3.818	3.626
3. The school district should establish goals for vocational education programs to meet the needs of minorities.	2.909	3.474
4. Since English is the primary language of the state, the adjustment in Texas must necessarily be the learning of English by the Spanish-speaking group.	4.545	4.141
5. Spanish-speaking students are handicapped both in their own thought processes and in communication when working in an English-speaking environment.	3.272	3.515

F-Ratio Values Obtained from Responses of Secondary School Counselors With Teaching Experience and Secondary School Counselors Without Vocational Education egarding the Need for Bilingual Vocational Education

eption Statements	Means of Secondary School Counselors		F-Ratio	p
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.		
rk transitional problems encoun- onally disadvantaged youth are adequate curricula.	3.000	3.181	0.183	.673
ducation program in a school e directly and immediately with ture employment than any other urriculum.	3.818	3.626	0.258	.618
ict should establish goals for tion programs to meet the ies.	2.909	3.474	1.884	.169
the primary language of the tment in Texas must necessarily of English by the Spanish-speaking	4.545	4.141	1.882	.169
students are handicapped both in t processes and in communication an English-speaking environment.	3.272	3.515	0.459	.506

Table 21.--Continued

Perception Statements	Means of Secondary School Counselors	
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.
6. Students who know Spanish and little of English could not possibly be given a command of English in a short period of time in any grade level.	3.454	3.101
7. The economic conditions of the educationally disadvantaged Spanish-speaking have a direct bearing on the ability of their children to learn English.	3.090	3.242
8. Because of language difficulties, the number one problem facing educationally disadvantaged students is that they lose all interest in school within only a year or two of graduation.	2.272	2.878
9. Helping a student feel a need for using English is an important step in teaching bilingual students.	4.272	4.282
10. At every level of instruction there is competition for a place in the curriculum, and there is not enough time for everything which might profitably be taught, therefore separate bilingual vocational programs cannot be justified.	3.181	3.181

F tion Statements	Means of Secondary School Counselors With Voc. Teach. Exp.	Means of Secondary School Counselors Without Voc. Teach. Exp.	F-Ratio	p
Spanish and little of English be given a command of English of time in any grade level.	3.454	3.101	0.837	.634
tions of the educationally dis- -speaking have a direct bearing their children to learn English.	3.090	3.242	0.162	.690
e difficulties, the number one cationally disadvantaged students all interest in school within of graduation.	2.272	2.878	2.474	.114
feel a need for using English is in teaching bilingual students.	4.272	4.282	0.001	.969
instruction there is competition curriculum, and there is not verything which might profitably re separate bilingual vocational justified.	3.181	3.181	0.000	1.000

Table 21.--Continued

Perception Statements	Means of Secondary School Counselors	
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.
11. The Spanish-speaking educationally disadvantaged student needs contact with other students who have a better command of English; consequently, he should not be placed in a bilingual vocational program.	3.454	3.141
12. The aim of bilingual education is to create functionally literate individuals in both Spanish and English by capitalizing on the linguistic skills the Spanish-speaking students already have.	3.454	3.494
13. Both private and public sectors have a great demand for persons with a command of English and Spanish.	3.454	3.626
14. Establishing new programs for the Spanish-speaking educationally disadvantaged presents new challenges which become a burden to schools.	3.090	3.434
15. Beginning the kind of programs that are effective with the Spanish-speaking educationally disadvantaged will require more teachers, more teacher-training programs, and new materials.	3.636	3.899

ption Statements	Means of Secondary School Counselors		F-Ratio	p
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.		
ing educationally disadvantaged ntact with other students who mmand of English; consequently, placed in a bilingual voca-	3.454	3.141	0.669	.579
gual education is to create erate individuals in both Spanish apitalizing on the linguistic sh-speaking students already have.	3.454	3.494	0.016	.896
public sectors have a great de- with a command of English and	3.454	3.626	0.239	.631
programs for the Spanish-speaking isadvantaged presents new chal- come a burden to schools.	3.090	3.434	1.007	.319
ind of programs that are effective -speaking educationally disadvan- ire more teachers, more teacher- ms, and new materials.	3.636	3.899	0.756	.609

Table 21.--Continued

Perception Statements	Means of Secondary School Counselors	
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.
16. Incorporating bilingual education into vocational education will require more money than school districts have.	3.272	3.474
17. The main problem faced by teachers in a bilingual vocational program would be teaching the technical terms commonly used on-the-job.	2.181	2.838
18. Overcoming the language handicap of some Spanish-speaking educationally disadvantaged students is crucial to their success because of restrictions it imposes on academic achievement.	3.545	3.787
19. Language emphasis should be on helping students speak English in the secondary school.	3.818	3.838
20. Educationally disadvantaged Spanish-speaking youth are denied much choice in available careers by employers.	3.181	3.373
21. The ability to read well is a pre-requisite skill for nearly all jobs.	3.363	3.878

eption Statements	Means of Secondary School Counselors		F-Ratio	p
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.		
lingual education into vocational require more money than school	3.272	3.474	0.289	.598
n faced by teachers in a bilingual ram would be teaching the tech- monly used on-the-job.	2.181	2.838	4.006	.045
language handicap of some Spanish- ionally disadvantaged students is r success because of restrictions cademic achievement.	3.545	3.787	0.555	.535
s should be on helping students n the secondary school.	3.818	3.838	0.003	.952
isadvantaged Spanish-speaking d much choice in available oyers.	3.181	3.373	0.331	.573
read well is a pre-requisite y all jobs.	3.363	3.878	1.955	.161

Table 21.--Continued

Perception Statements	Means of Secondary School Counselors	
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.
22. Revised textbooks and curricula are necessary if a bilingual vocational program is offered.	3.181	3.616
23. Remedial reading, using a one language approach, receives much better acceptance in practice than does bilingual education.	3.636	3.262
24. Much confusion exists about the goals, content, and method of bilingual education.	3.909	3.878
25. The increasing influx of students from Mexico into the United States has caused a crisis in providing adequate vocational programs for all students.	3.454	3.202
26. Existing vocational programs do not meet the needs of limited English-ability students and consequently contribute to their high dropout rate.	2.454	2.757

eption Statements	Means of Secondary School Counselors		F-Ratio	p
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.		
s and curricula are necessary if tional program is offered.	3.181	3.616	1.493	.222
using a one language approach, tter acceptance in practice than ducation.	3.636	3.262	1.025	.314
xists about the goals, content, lingual education.	3.909	3.878	0.009	.922
nflux of students from Mexico States has caused a crisis in te vocational programs for all	3.454	3.202	0.465	.503
nal programs do not meet the English-ability students and tribute to their high dropout	2.454	2.757	0.651	.572

Table 21.--Continued

Perception Statements	Means of Secondary School Counselors		F
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.	
27. Existing vocational programs are not designed to train persons with language and cultural differences to be gainfully employed in jobs suited to their needs.	2.454	3.060	
28. Assume that you are being charged with the responsibility for making the final decision of implementing an additional vocational program in your school district. Further assume that enough funds are available; you would first implement a bilingual vocational program rather than one of the traditional non-bilingual vocational programs of which cooperative, regular, pre-employment laboratories, and C.V.A.E. already exist in your school district.	2.545	2.545	

eption Statements	Means of Secondary School Counselors		F-Ratio	p
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.		
nal programs are not designed to th language and cultural differ- fully employed in jobs suited to	2.454	3.060	2.923	.086
are being charged with the res- making the final decision of im- ditional vocational program in rict. Further assume that available; you would first im- ual vocational program rather traditional non-bilingual ams of which cooperative, regu- ent laboratories, and C.V.A.E. your school district.	2.545	2.545	0.000	1.000

Table 22.--Means and F-Ratio Values Obtained from Responses of Secondary School Cou Vocational Education Teaching Experience and Secondary School Counselors Without Vo Education Teaching Experience Regarding Their Perceptions About the Concept of Bil Vocational Education

Attitude Descriptive Adjectives	Means of Secondary School Counselors		F-Ratio
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.	
1. important/unimportant	3.818	3.414	0.450
2. simple/complicated	5.000	4.848	0.066
3. bad/good	4.545	4.909	0.367
4. successful/unsuccessful	3.454	3.808	0.445
5. ineffective/effective	3.909	4.414	0.777
6. valuable/worthless	3.727	3.090	1.287
7. weak/strong	3.727	3.989	0.240
8. useful/useless	3.363	2.959	0.479
9. hinder/help	4.818	4.989	0.090
10. satisfying/frustrating	4.090	3.323	1.906
11. efficient/inefficient	4.545	3.555	3.222
12. false/true	3.454	4.333	1.908
13. unnecessary/necessary	3.909	4.515	0.902
14. rewarding/unrewarding	3.909	2.989	3.347
15. productive/unproductive	3.909	3.020	3.051

and F-Ratio Values Obtained from Responses of Secondary School Counselors With
ion Teaching Experience and Secondary School Counselors Without Vocational
g Experience Regarding Their Perceptions About the Concept of Bilingual
ion

titude ve Adjectives	Means of Secondary School Counselors		F-Ratio	p
	With Voc. Teach. Exp.	Without Voc. Teach. Exp.		
/unimportant	3.818	3.414	0.450	.510
mplicated	5.000	4.848	0.066	.793
	4.545	4.909	0.367	.552
l/unsuccessful	3.454	3.808	0.445	.513
ve/effective	3.909	4.414	0.777	.616
worthless	3.727	3.090	1.287	.257
ng	3.727	3.989	0.240	.630
eless	3.363	2.959	0.479	.502
lp	4.818	4.989	0.090	.762
g/frustrating	4.090	3.323	1.906	.166
/inefficient	4.545	3.555	3.222	.071
e	3.454	4.333	1.908	.166
ry/necessary	3.909	4.515	0.902	.653
/unrewarding	3.909	2.989	3.347	.066
e/unproductive	3.909	3.020	3.051	.079

APPENDIX I

Tables Pertaining to Hypothesis Five

Table 23.--Chi-Square Distribution for Selected Issues Pertaining to the Need for Bil
Vocational Education as Perceived by 113 Bilingual Directors With World of Work Exper
Bilingual Directors Without World of Work Experience

Issue Questions	X^2
1. Do language difficulties of Spanish-speaking students in your area contribute to their getting low level jobs?	0.330
2. Do language difficulties of Spanish-speaking students in your area contribute to many of them attaining a low level of education?	1.270
3. Do educationally disadvantaged students, those with academic, socioeconomic, or cultural handicaps, in your school district tend to drop out early?	0.013
4. Does the need for programs for educationally disadvantaged students exist at the elementary level more than at the secondary level?	0.173
5. Do the short-range or long-range plans for vocational education in your school district include bilingual programs?	0.206
6. Should bilingual and prevocational programs at the elementary level be integrated?	0.866
7. Should bilingual and vocational programs at the secondary level be integrated?	0.284

e Distribution for Selected Issues Pertaining to the Need for Bilingual as Perceived by 113 Bilingual Directors With World of Work Experience and 48 Without World of Work Experience

Issue Questions	X^2	p	df
ficulties of Spanish-speaking students in your to their getting low level jobs?	0.330	.573	1
ficulties of Spanish-speaking students in your to many of them attaining a low level of	1.270	.258	1
y disadvantaged students, those with academic, or cultural handicaps, in your school district t early?	0.013	.906	1
or programs for educationally disadvantaged at the elementary level more than at the ?	0.173	.680	1
nge or long-range plans for vocational educa- hool district include bilingual programs?	0.206	.655	1
l and prevocational programs at the elemen- ntegrated?	0.866	.645	1
l and vocational programs at the secondary ated?	0.284	.600	1

Table 23.--Continued

	Issue Questions	X^2
8.	Should teachers be required to receive special training, if bilingual vocational programs are established?	1.022
9.	Should special certification be required to teach in bilingual vocational programs, if such programs are established?	0.000
10.	Should Spanish and English be used as a means of communication in the classroom among the students?	0.011
11.	Should the bilingual students be enrolled in a separate bilingual vocational program and not one of the traditional vocational programs?	0.029
12.	Do Spanish-speaking students with limited ability in English receive any benefit from traditional school programs?	2.680
13.	Would the students in a bilingual vocational program be able to develop the ability to transfer thought from Spanish to English through techniques acquired from working with a word-skills program?	0.080
14.	Is it essential that a bilingual vocational program be developed and implemented to enable educationally disadvantaged Spanish-speaking students to make the Spanish to English transition more rapidly and to develop a salable skill at the same time?	0.054

sue Questions	X^2	p	df
e required to receive special training, if nal programs are established?	1.022	.313	1
rtification be required to teach in bilingual ms, if such programs are established?	0.000	.994	1
d English be used as a means of communication among the students?	0.011	.911	1
ual students be enrolled in a separate bi- l program and not one of the traditional voca-	0.029	.859	1
ng students with limited ability in English 'it from traditional school programs?	2.680	.097	1
s in a bilingual vocational program be able ility to transfer thought from Spanish to echniques acquired from working with a word-	0.080	.774	1
hat a bilingual vocational program be developed o enable educationally disadvantaged Spanish- to make the Spanish to English transition more evelop a salable skill at the same time?	0.054	.811	1

Table 23.--Continued

Issue Questions	X^2
15. Will the dropout rate be decreased if bilingual vocational programs become part of the secondary school curriculum?	0.000

Issue Questions	X^2	p	df
rate be decreased if bilingual vocational part of the secondary school curriculum?	0.000	.981	1

Table 24.--Means and F-Ratio Values Obtained from Responses of Bilingual Directors Wi
Experience and Bilingual Directors Without World of Work Experience Regarding the Nee
Vocational Education.

Perception Statements	Means of Bilingual Directors	
	With World of Work Exp.	Without World of Work Exp.
1. The school-to-work transitional problems encountered by educationally disadvantaged youth are compounded by inadequate curricula.	3.380	3.354
2. The vocational education program in a school system deals more directly and immediately with the students' future employment than any other portion of the curriculum.	3.548	3.291
3. The school district should establish goals for vocational education programs to meet the needs of minorities.	3.557	3.604
4. Since English is the primary language of the state, the adjustment in Texas must necessarily be the learning of English by the Spanish-speaking group.	3.858	3.916
5. Spanish-speaking students are handicapped both in their own thought processes and in communication when working in an English-speaking environment.	3.318	2.979

F-Ratio Values Obtained from Responses of Bilingual Directors With World of Work
gual Directors Without World of Work Experience Regarding the Need for Bilingual

ception Statements	Means of Bilingual Directors		F-Ratio	p
	With World of Work Exp.	Without World of Work Exp.		
ork transitional problems encoun- ionally disadvantaged youth are nadequate curricula.	3.380	3.354	0.015	.896
education program in a school re directly and immediately with uture employment than any other curriculum.	3.548	3.291	1.609	.203
rict should establish goals for ation programs to meet the ties.	3.557	3.604	0.048	.821
s the primary language of the state, in Texas must necessarily be the lish by the Spanish-speaking group.	3.858	3.916	0.083	.771
g students are handicapped both in ht processes and in communication an English-speaking environment.	3.318	2.979	2.761	.094

Table 24.--Continued

Perception Statements	Means of Bilingual Directors: With World of Work Exp.	Means of Bilingual Directors: Without World of Work Exp.
6. Students who know Spanish and little of English could not possibly be given a command of English in a short period of time in any grade level.	3.203	3.062
7. The economic conditions of the educationally disadvantaged Spanish-speaking have a direct bearing on the ability of their children to learn English	3.238	3.000
8. Because of langauge difficulties, the number one problem facing educationally disadvantaged students is that they lose all interest in school within only a year or two of graduation.	2.911	3.041
9. Helping a student feel a need for using English is an important step in teaching bilingual students.	4.088	3.937
10. At every level of instruction there is competition for a place in the curriculum, and there is not enough time for everything which might profitably be taught, therefore separate bilingual vocational programs cannot be justified.	3.017	2.729

ception Statements	Means of Bilingual Directors		F-Ratio	p
	With World of Work Exp.	Without World of Work Exp.		
ow Spanish and little of English bly be given a command of English od of time in any grade level.	3.203	3.062	0.414	.527
nditions of the educationally dis- ish-speaking have a direct bearing of their children to learn English	3.238	3.000	1.031	.312
auge difficulties, the number one educationally disadvantaged students se all interest in school within two of graduation.	2.911	3.041	0.330	.573
nt feel a need for using English is ep in teaching bilingual students.	4.088	3.937	1.053	.306
of instruction there is competition the curriculum, and there is not everything which might profitably efore separate bilingual voca- cannot be justified.	3.017	2.729	1.573	.208

Table 24.--Continued

Perception Statements	Means of Bilingual Directors	
	With World of Work Exp.	Without World of Work Exp.
11. The Spanish-speaking educationally disadvantaged student needs contact with other students who have a better command of English; consequently, he should not be placed in a bilingual vocational program.	3.088	2.916
12. The aim of bilingual education is to create functionally literate individuals in both Spanish and English by capitalizing on the linguistic skills the Spanish-speaking students already have.	4.000	3.520
13. Both private and public sectors have a great demand for persons with a command of English and Spanish.	3.769	3.625
14. Establishing new programs for the Spanish-speaking educationally disadvantaged presents new challenges which become a burden to schools.	3.079	2.895
15. Beginning the kind of programs that are effective with the Spanish-speaking educationally disadvantaged will require more teachers, more teacher-training programs, and new materials.	3.867	3.687

ption Statements	Means of Bilingual Directors		F-Ratio	p
	With World of Work Exp.	Without World of Work Exp.		
ing educationally disadvantaged tact with other students who mand of English; consequently, placed in a bilingual vocational	3.088	2.916	0.548	.532
ual education is to create func- individuals in both Spanish and lizing on the linguistic skills ing students already have.	4.000	3.520	6.340	.012
public sectors have a great de- with a command of English and	3.769	3.625	0.451	.509
programs for the Spanish-speaking advantaged presents new challenges rden to schools.	3.079	2.895	0.636	.567
d of programs that are effective speaking educationally disadvan- e more teachers, more teacher- , and new materials.	3.867	3.687	0.955	.668

Table 24.--Continued

Perception Statements	Means of Bilingual Directors	
	With World of Work Exp.	Without World of Work Exp.
16. Incorporating bilingual education into vocational education will require more money than school districts have.	3.451	3.333
17. The main problem faced by teachers in a bilingual vocational program would be teaching the technical terms commonly used on-the-job.	3.017	3.083
18. Overcoming the language handicap of some Spanish-speaking educationally disadvantaged students is crucial to their success because of restrictions it imposes on academic achievement.	3.592	3.458
19. Language emphasis should be on helping students speak English in the secondary school.	3.752	3.416
20. Educationally disadvantaged Spanish-speaking youth are denied much choice in available careers by employers.	3.442	3.145
21. The ability to read well is a pre-requisite skill for nearly all jobs.	3.752	3.625

d

	Means of Bilingual Directors			
rception Statements	With World of Work Exp.	Without World of Work Exp.	F-Ratio	p
bilingual education into vocational require more money than school .	3.451	3.333	0.310	.585
em faced by teachers in a bilingual gram would be teaching the technical used on-the-job.	3.017	3.083	0.117	.733
language handicap of some Spanish- tionally disadvantaged students is ir success because of restrictions academic achievement.	3.592	3.458	0.416	.527
sis should be on helping students in the secondary school.	3.752	3.416	2.425	.117
disadvantaged Spanish-speaking ed much choice in available careers	3.442	3.145	1.786	.179
read well is a pre-requisite skill jobs.	3.752	3.625	0.358	.557

Table 24.--Continued

Perception Statements	Means of Bilingual Directors: With World of Work Exp.	Means of Bilingual Directors: Without World of Work Exp.
22. Revised textbooks and curricula are necessary if a bilingual vocational program is offered.	3.601	3.375
23. Remedial reading, using a one language approach, receives much better acceptance in practice than does bilingual education.	3.150	3.229
24. Much confusion exists about the goals, content, and method of bilingual education.	3.938	3.583
25. The increasing influx of students from Mexico into the United States has caused a crisis in providing adequate vocational programs for all students.	3.035	2.833
26. Existing vocational programs do not meet the needs of limited English-ability students and consequently contribute to their high dropout rate.	2.885	2.708

	Means of Bilingual Directors			
ption Statements	With World of Work Exp.	Without World of Work Exp.	F-Ratio	p
and curricula are necessary if ional program is offered.	3.601	3.375	1.403	.236
using a one language approach, ter acceptance in practice than lucation.	3.150	3.229	0.138	.712
xists about the goals, content, lingual education.	3.938	3.583	2.782	.093
nflux of students from Mexico States has caused a crisis in te vocational programs for all	3.035	2.833	0.909	.656
nal programs do not meet the English-ability students and tribute to their high dropout	2.885	2.708	0.594	.551

Table 24.--Continued

Perception Statements	Means of Bilingual Directors		F
	With World of Work Exp.	Without World of Work Exp.	
27. Existing vocational programs are not designed to train persons with language and cultural differences to be gainfully employed in jobs suited to their needs.	3.035	2.979	
28. Assume that you are being charged with the responsibility for making the final decision of implementing an additional vocational program in your school district. Further assume that enough funds are available; you would first implement a bilingual vocational program rather than one of the traditional non-bilingual vocational programs of which cooperative, regular pre-employment laboratories, and C.V.A.E. already exist in your school district.	3.026	2.687	

eption Statements	Means of Bilingual Directors		F-Ratio	p
	With World of Work Exp.	Without World of Work Exp.		
nal programs are not designed to th language and cultural differ- fully employed in jobs suited to	3.035	2.979	0.062	.799
are being charged with the res- making the final decision of additional vocational program istrict. Further assume that available; you would first ngual vocational program rather traditional non-bilingual vo- s of which cooperative, regular aboratories, and C.V.A.E. already hool district.	3.026	2.687	2.129	.142

Table 25.--Means and F-Ratio Values Obtained from Responses of Bilingual Directors W of Work Experience and Bilingual Directors Without World of Work Experience Regardin Perceptions About the Concept of Bilingual Vocational Education

	Attitude Descriptive Adjectives	Means of Bilingual Directors		F-Ratio
		With World of Work Exp.	Without World of Work Exp.	
1.	important/unimportant	3.292	3.312	0.003
2.	simple/complicated	4.265	4.833	2.964
3.	bad/good	4.946	4.520	1.719
4.	successful/unsuccessful	3.477	3.729	0.653
5.	ineffective/effective	4.592	4.145	1.781
6.	valuable/worthless	2.920	3.104	0.357
7.	weak/strong	4.256	3.708	2.838
8.	useful/useless	2.946	2.979	0.011
9.	hinder/help	5.000	4.500	2.383
10.	satisfying/frustrating	3.168	3.083	0.073
11.	efficient/inefficient	3.336	3.229	0.103
12.	false/true	4.672	3.875	5.548
13.	unnecessary/necessary	4.628	4.041	2.618
14.	rewarding/unrewarding	3.106	3.020	0.082
15.	productive/unproductive	3.079	3.166	0.083

nd F-Ratio Values Obtained from Responses of Bilingual Directors With World
and Bilingual Directors Without World of Work Experience Regarding Their
the Concept of Bilingual Vocational Education

itude e Adjectives	Means of Bilingual Directors		F-Ratio	p
	With World of Work Exp.	Without World of Work Exp.		
/unimportant	3.292	3.312	0.003	.955
mplicated	4.265	4.833	2.964	.083
	4.946	4.520	1.719	.188
/unsuccessful	3.477	3.729	0.653	.574
e/effective	4.592	4.145	1.781	.180
orthless	2.920	3.104	0.357	.558
ng	4.256	3.708	2.838	.090
eless	2.946	2.979	0.011	.912
lp	5.000	4.500	2.383	.120
g/frustrating	3.168	3.083	0.073	.783
/inefficient	3.336	3.229	0.103	.747
e	4.672	3.875	5.548	.018
ry/necessary	4.628	4.041	2.618	.103
/unrewarding	3.106	3.020	0.082	.771
e/unproductive	3.079	3.166	0.083	.770

Table 26.--Chi-Square Distribution for Selected Issues Pertaining to the Need for Bili
Vocational Education as Perceived by 84 Secondary School Counselors With World of Work
and 26 Secondary School Counselors Without World of Work Experience

Issue Questions	X^2
1. Do language difficulties of Spanish-speaking students in your area contribute to their getting low level jobs?	2.468
2. Do language difficulties of Spanish-speaking students in your area contribute to many of them attaining a low level of education?	1.783
3. Do educationally disadvantaged students, those with academic, socioeconomic, or cultural handicaps, in your school district tend to drop out early?	0.202
4. Does the need for programs for educationally disadvantaged students exist at the elementary level more than at the secondary level?	0.002
5. Do the short-range or long-range plans for vocational education in your school district include bilingual programs?	0.004
6. Should bilingual and prevocational programs at the elementary level be integrated?	0.004
7. Should bilingual and vocational programs at the secondary level be integrated?	0.362

Distribution for Selected Issues Pertaining to the Need for Bilingual
as Perceived by 84 Secondary School Counselors With World of Work Experience
ol Counselors Without World of Work Experience

Issue Questions	X^2	p	df
iculties of Spanish-speaking students in your to their getting low level jobs?	2.468	.112	1
iculties of Spanish-speaking students in your to many of them attaining a low level of	1.783	.178	1
disadvantaged students, those with academic, r cultural handicaps, in your school district early?	0.202	.657	1
r programs for educationally disadvantaged at the elementary level more than at the ?	0.002	.962	1
nge or long-range plans for vocational educa- hool district include bilingual programs?	0.004	.949	1
l and prevocational programs at the elemen- ntegrated?	0.004	.949	1
l and vocational programs at the secondary ated?	0.362	.555	1

Table 26.--Continued

Issue Questions	X^2
8. Should teachers be required to receive special training, if bilingual vocational programs are established?	0.000
9. Should special certification be required to teach in bilingual vocational programs, if such programs are established?	1.989
10. Should Spanish and English be used as a means of communication in the classroom among the students?	0.062
11. Should the bilingual students be enrolled in a separate bilingual vocational program and not one of the traditional vocational programs?	0.009
12. Do Spanish-speaking students with limited ability in English receive any benefit from traditional school programs?	0.089
13. Would the students in a bilingual vocational program be able to develop the ability to transfer thought from Spanish to English through techniques acquired from working with a word-skills program?	0.017
14. Is it essential that a bilingual vocational program be developed and implemented to enable educationally disadvantaged Spanish-speaking students to make the Spanish to English transition more rapidly and to develop a salable skill at the same time?	0.021

Issue Questions	X^2	p	df
be required to receive special training, if ional programs are established?	0.000	.991	1
certification be required to teach in bilingual rams, if such programs are established?	1.989	.154	1
and English be used as a means of communication m among the students?	0.062	.798	1
ngual students be enrolled in a separate bi- nal program and not one of the traditional voca- ?	0.009	.922	1
king students with limited ability in English efit from traditional school programs?	0.089	.762	1
nts in a bilingual vocational program be able bility to transfer thought from Spanish to techniques acquired from working with a word-	0.017	.893	1
that a bilingual vocational program be developed to enable educationally disadvantaged Spanish- s to make the Spanish to English transition more evelop a salable skill at the same time?	0.021	.880	1

Table 26.--Continued

Issue Questions	X^2	p	df
15. Will the dropout rate be decreased if bilingual vocational programs become part of the secondary school curriculum?	0.050	.817	1

Table 27.--Means and F-Ratio Values Obtained from Responses of Secondary School Counselors With World of Work Experience and Secondary School Counselors Without World of Work Experience Regarding the Need for Bilingual Vocational Education

Perception Statements	Means of Secondary School Counselors: With World of Work Exp.	Means of Secondary School Counselors: Without World of Work Exp.	F-Ratio	p
1. The school-to-work transitional problems encountered by educationally disadvantaged youth are compounded by inadequate curricula.	3.285	2.769	3.046	.080
2. The vocational education program in a school system deals more directly and immediately with the students' future employment than any other portion of the curriculum.	3.773	3.230	4.292	.038
3. The school district should establish goals for vocational education programs to meet the needs of minorities.	3.523	3.076	2.369	.122
4. Since English is the primary language of the state, the adjustment in Texas must necessarily be the learning of English by the Spanish-speaking group.	4.251	3.923	2.673	.101
5. Spanish-speaking students are handicapped both in their own thought processes and in communication when working in an English-speaking environment.	3.547	3.307	0.905	.654

Table 27.--Continued

Perception Statements	Means of Secondary School Counselors		F-Ratio	p
	With World of Work Exp.	Without World of Work Exp.		
6. Students who know Spanish and little of English could not possibly be given a command of English in a short period of time in any grade level.	3.142	3.115	0.010	.918
7. The economic conditions of the educationally disadvantaged Spanish-speaking have a direct bearing on the ability of their children to learn English.	3.285	3.038	0.873	.645
8. Because of language difficulties, the number one problem facing educationally disadvantaged students is that they lose all interest in school within only a year or two of graduation.	2.881	2.615	0.939	.663
9. Helping a student feel a need for using English is an important step in teaching bilingual students.	4.369	4.000	3.865	.048
10. At every level of instruction there is competition for a place in the curriculum, and there is not enough time for everything which might profitably be taught, therefore separate bilingual vocational programs cannot be justified.	3.154	3.269	0.171	.683

Table 27.--Continued

Perception Statements	Means of Secondary School Counselors: With World of Work Exp.	Means of Secondary School Counselors: Without World of Work Exp.	F-Ratio	p
11. The Spanish-speaking educationally disadvantaged student needs contact with other students who have a better command of English; consequently, he should not be placed in a bilingual vocational program.	3.190	3.115	0.077	.779
12. The aim of bilingual education is to create functionally literate individuals in both Spanish and English by capitalizing on the linguistic skills the Spanish-speaking students already have.	3.571	3.230	2.279	.130
13. Both private and public sectors have a great demand for persons with a command of English and Spanish.	3.583	3.692	0.193	.665
14. Establishing new programs for the Spanish-speaking educationally disadvantaged presents new challenges which become a burden to schools.	3.500	3.076	3.124	.076
15. Beginning the kind of programs that are effective with the Spanish-speaking educationally disadvantaged will require more teachers, more teacher-training programs, and new materials.	3.976	3.538	4.352	.037

Table 27.--Continued

Perception Statements	Means of Secondary School Counselors: With World of Work Exp.	Means of Secondary School Counselors: Without World of Work Exp.	F-Ratio	p
16. Incorporating bilingual education into vocational education will require more money than school districts have.	3.500	3.307	0.527	.523
17. The main problem faced by teachers in a bilingual vocational program would be teaching the technical terms commonly used on-the-job.	2.797	2.692	0.200	.660
18. Overcoming the language handicap of some Spanish-speaking educationally disadvantaged students is crucial to their success because of restrictions it imposes on academic achievement.	3.761	3.769	0.001	.974
19. Language emphasis should be on helping students speak English in the secondary school.	3.904	3.615	1.432	.232
20. Educationally disadvantaged Spanish-speaking youth are denied much choice in available careers by employers.	3.392	3.230	0.475	.500
21. The ability to read well is a pre-requisite skill for nearly all jobs.	3.940	3.461	3.436	.063

Table 27.--Continued

Perception Statements	Means of Secondary School Counselors		F-Ratio	p
	With World of Work Exp.	Without World of Work Exp.		
22. Revised textbooks and curricula are necessary if a bilingual vocational program is offered.	3.726	3.076	7.032	.009
23. Remedial reading, using a one language approach, received much better acceptance in practice than does bilingual education	3.392	3.000	2.298	.128
24. Much confusion exists about the goals, content, and method of bilingual education.	3.988	3.538	4.111	.042
25. The increasing influx of students from Mexico into the United States has caused a crisis in providing adequate vocational programs for all students.	3.321	2.923	2.360	.123
26. Existing vocational programs do not meet the needs of limited English-ability students and consequently contribute to their high dropout rate.	2.833	2.384	2.921	.086
27. Existing vocational programs are not designed to train persons with language and cultural differences to be gainfully employed in jobs suited to their needs.	3.047	2.846	0.634	.566

Table 27.--Continued

Perception Statements	Means of Secondary School Counselors		F-Ratio	p
	With World of Work Exp.	Without World of Work Exp.		
28. Assume that you are being charged with the responsibility for making the final decision of implementing an additional vocational program in your school district. Further assume that enough funds are available; you would first implement a bilingual vocational program rather than one of the traditional non-bilingual vocational programs of which cooperative, regular, pre-employment laboratories, and C.V.A.E. already exist in your school district.	2.583	2.423	0.301	.590

Table 28.--Means and F-Ratio Values Obtained from Responses of Secondary School Counselors With World of Work Experience and Secondary School Counselors Without World of Work Experience Regarding Their Perceptions About the Concept of Bilingual Vocational Education

	Attitude Descriptive Adjectives	Means of Secondary School Counselors		F-Ratio	p
		With World of Work Exp.	Without World of Work Exp.		
1.	important/unimportant	3.369	3.730	0.726	.599
2.	simple/complicated	4.904	4.730	0.174	.680
3.	bad/good	5.011	4.423	1.960	.160
4.	successful/unsuccessful	3.785	3.730	0.021	.878
5.	ineffective/effective	4.440	4.115	0.645	.570
6.	valuable/worthless	3.107	3.307	0.254	.621
7.	weak/strong	3.928	4.076	0.154	.698
8.	useful/useless	3.011	2.961	0.015	.899
9.	hinder/help	5.011	4.846	0.169	.684
10.	satisfying/frustrating	3.392	3.423	0.006	.937
11.	efficient/inefficient	3.642	3.692	0.016	.896
12.	false/true	4.488	3.461	5.387	.020
13.	unnecessary/necessary	4.595	4.000	1.758	.184
14.	rewarding/unrewarding	3.071	3.115	0.015	.899
15.	productive/unproductive	3.095	3.153	0.026	.867

APPENDIX J

Chi-Square Tables 29, 30, 31, 32, and 33 Displaying Relationship Between the Need for Bilingual Vocational Education and the Percent of Spanish-Speaking Students

Table 29.--Chi-Square Table Displaying Relationship Between the Need for Bilingual Vocational Education As Perceived by Bilingual Directors and the Percent of Spanish-Speaking Students in Respondents' School Districts

Percent Spanish-Speaking Students	Category	Responses		Totals
		Yes	No	
	Observed	8.00	9.00	17.00
0-10	Expected	8.66	8.34	17.00
	Cell Chi-Square	0.05	0.05	0.10
	Observed	5.00	11.00	16.00
11-20	Expected	8.15	7.85	16.00
	Cell Chi-Square	1.22	1.26	2.48
	Observed	4.00	11.00	15.00
21-30	Expected	7.64	7.36	15.00
	Cell Chi-Square	1.73	1.80	3.53
	Observed	9.00	7.00	16.00
31-40	Expected	8.15	7.85	16.00
	Cell Chi-Square	0.09	0.09	0.18
	Observed	6.00	10.00	16.00
41-50	Expected	8.15	7.85	16.00
	Cell Chi-Square	0.57	0.59	1.16
	Observed	7.00	10.00	17.00
51-60	Expected	8.66	8.34	17.00
	Cell Chi-Square	0.32	0.33	0.65
	Observed	9.00	6.00	15.00
61-70	Expected	7.64	7.36	15.00
	Cell Chi-Square	0.24	0.25	0.49
	Observed	5.00	10.00	15.00
71-80	Expected	7.64	7.36	15.00
	Cell Chi-Square	0.91	0.95	1.86
	Observed	16.00	3.00	19.00
81-90	Expected	9.68	9.32	19.00
	Cell Chi-Square	4.13	4.29	8.42

Table 29.--Continued

Percent Spanish-Speaking Students	Category	Responses		Totals
		Yes	No	
91-100	Observed	13.00	2.00	15.00
	Expected	7.64	7.36	15.00
	Cell Chi-Square	3.76	3.90	7.66
Totals	Observed	82.00	79.00	161.00
	Expected	82.00	79.00	161.00
	Cell Chi-Square	13.02	13.52	26.54

Total Chi-Square = 26.536 with 9 df.
Prob. Chi-Square = .001

Table 30.--Chi-Square Table Displaying Relationship Between the Need for Bilingual Vocational Education As Perceived by Vocational Directors and the Percent of Spanish-Speaking Students in Respondents' School Districts

Percent Spanish-Speaking Students	Category	Responses		Totals
		Yes	No	
0-10	Observed	4.00	8.00	12.00
	Expected	4.52	7.48	12.00
	Cell Chi-Square	0.06	0.04	0.10
11-20	Observed	9.00	8.00	17.00
	Expected	6.40	10.60	17.00
	Cell Chi-Square	1.06	0.64	1.69
21-30	Observed	6.00	10.00	16.00
	Expected	6.02	9.98	16.00
	Cell Chi-Square	0.00	0.00	0.00
31-40	Observed	8.00	13.00	21.00
	Expected	7.91	13.09	21.00
	Cell Chi-Square	0.00	0.00	0.00
41-50	Observed	4.00	10.00	14.00
	Expected	5.27	8.73	14.00
	Cell Chi-Square	0.31	0.19	0.49
51-60	Observed	5.00	13.00	18.00
	Expected	6.78	11.22	18.00
	Cell Chi-Square	0.47	0.28	0.75
61-70	Observed	6.00	10.00	16.00
	Expected	6.02	9.98	16.00
	Cell Chi-Square	0.00	0.00	0.00
71-80	Observed	7.00	9.00	16.00
	Expected	6.02	9.98	16.00
	Cell Chi-Square	0.16	0.10	0.25
81-90	Observed	4.00	13.00	17.00
	Expected	6.40	10.60	17.00
	Cell Chi-Square	0.90	0.54	1.44

Table 30.--Continued

Percent Spanish-Speaking Students	Category	Responses		Totals
		Yes	No	
	Observed	8.00	7.00	15.00
91-100	Expected	5.65	9.35	15.00
	Cell Chi-Square	0.98	0.59	1.57
	Observed	61.00	101.00	162.00
Totals	Expected	61.00	101.00	162.00
	Cell Chi-Square	3.93	2.37	6.30

Total Chi-Square = 6.298 with 9 df.
Prob. Chi-Square = .711

Table 31.--Chi-Square Table Displaying Relationship Between the Need for Bilingual Vocational Education As Perceived by Vocational Counselors and the Percent of Spanish-Speaking Students in Respondents' School Districts

Percent Spanish-Speaking Students	Category	Responses		Totals
		Yes	No	
0-10	Observed	2.00	8.00	10.00
	Expected	3.90	6.09	10.00
	Cell Chi-Square	0.94	0.60	1.54
11-20	Observed	8.00	6.00	14.00
	Expected	5.48	8.52	14.00
	Cell Chi-Square	1.16	0.75	1.91
21-30	Observed	4.00	8.00	12.00
	Expected	4.70	7.30	12.00
	Cell Chi-Square	0.10	0.07	0.17
31-40	Observed	3.00	3.00	6.00
	Expected	2.35	3.65	6.00
	Cell Chi-Square	0.18	0.12	0.30
41-50	Observed	7.00	7.00	14.00
	Expected	5.48	8.52	14.00
	Cell Chi-Square	0.42	0.27	0.69
51-60	Observed	5.00	10.00	15.00
	Expected	5.87	9.13	15.00
	Cell Chi-Square	0.13	0.08	0.21
61-70	Observed	4.00	7.00	11.00
	Expected	4.30	6.70	11.00
	Cell Chi-Square	0.02	0.01	0.04
71-80	Observed	4.00	6.00	10.00
	Expected	3.91	6.09	10.00
	Cell Chi-Square	0.00	0.00	0.00
81-90	Observed	1.00	11.00	12.00
	Expected	4.70	7.30	12.00
	Cell Chi-Square	2.91	1.87	4.78

Table 31.--Continued

Percent Spanish-Speaking Students	Category	Responses		Totals
		Yes	No	
91-100	Observed	7.00	4.00	11.00
	Expected	4.30	6.70	11.00
	Cell Chi-Square	1.69	1.09	2.77
Totals	Observed	45.00	70.00	115.00
	Expected	45.00	70.00	115.00
	Cell Chi-Square	7.55	4.85	12.41

Total Chi-Square = 12.406 with 9 df.
Prob. Chi-Square = .190

Table 32.--Chi-Square Table Displaying Relationship Between the Need for Bilingual Vocational Education As Perceived by Secondary School Counselors and the Percent of Spanish-Speaking Students in Respondents' School Districts

Percent Spanish-Speaking Students	Category	Responses		Totals
		Yes	No	
0-10	Observed	4.00	7.00	11.00
	Expected	5.40	5.60	11.00
	Cell Chi-Square	0.36	0.35	0.71
11-20	Observed	4.00	7.00	11.00
	Expected	5.40	5.60	11.00
	Cell Chi-Square	0.36	0.35	0.71
21-30	Observed	6.00	3.00	9.00
	Expected	4.42	4.58	9.00
	Cell Chi-Square	0.57	0.55	1.11
31-40	Observed	12.00	5.00	17.00
	Expected	8.35	8.65	17.00
	Cell Chi-Square	1.60	1.54	3.14
41-50	Observed	4.00	3.00	7.00
	Expected	3.44	3.56	7.00
	Cell Chi-Square	0.09	0.09	0.18
51-60	Observed	5.00	6.00	11.00
	Expected	5.40	5.60	11.00
	Cell Chi-Square	0.03	0.03	0.06
61-70	Observed	6.00	5.00	11.00
	Expected	5.40	5.60	11.00
	Cell Chi-Square	0.07	0.06	0.13
71-80	Observed	3.00	8.00	11.00
	Expected	5.40	5.60	11.00
	Cell Chi-Square	1.07	1.03	2.10
81-90	Observed	4.00	7.00	11.00
	Expected	5.40	5.60	11.00
	Cell Chi-Square	0.36	0.35	0.71

Table 32.--Continued

Percent Spanish-Speaking Students	Category	Responses		Totals
		Yes	No	
91-100	Observed	6.00	5.00	11.00
	Expected	5.40	5.60	11.00
	Cell Chi-Square	0.07	0.06	0.13
Totals	Observed	54.00	56.00	110.00
	Expected	54.00	56.00	110.00
	Cell Chi-Square	4.58	4.41	8.99

Total Chi-Square = 8.991 with 9 df.
Prob. Chi-Square = .438

Table 33.--Chi-Square Table Displaying Relationship Between the Need for Bilingual Vocational Education As Perceived by Industry Representatives and the Percent of Spanish-Speaking Students in Respondents' Schools Districts

Percent Spanish-Speaking Students	Category	Responses		Totals
		Yes	No	
0-10	Observed	1.00	3.00	4.00
	Expected	1.23	2.77	4.00
	Cell Chi-Square	0.04	0.02	0.06
11-20	Observed	2.00	8.00	10.00
	Expected	3.07	6.93	10.00
	Cell Chi-Square	0.37	0.16	0.54
21-30	Observed	5.00	10.00	15.00
	Expected	4.60	10.40	15.00
	Cell Chi-Square	0.03	0.02	0.05
31-40	Observed	2.00	5.00	7.00
	Expected	2.15	4.85	7.00
	Cell Chi-Square	0.01	0.00	0.01
41-50	Observed	1.00	7.00	8.00
	Expected	2.45	5.55	8.00
	Cell Chi-Square	0.86	0.38	1.24
51-60	Observed	2.00	7.00	9.00
	Expected	2.76	6.24	9.00
	Cell Chi-Square	0.21	0.09	0.30
61-70	Observed	2.00	7.00	9.00
	Expected	2.76	6.24	9.00
	Cell Chi-Square	0.21	0.09	0.30
71-80	Observed	1.00	8.00	9.00
	Expected	2.76	6.24	9.00
	Cell Chi-Square	1.12	0.50	1.62
81-90	Observed	6.00	3.00	9.00
	Expected	2.76	6.24	9.00
	Cell Chi-Square	3.80	1.68	5.48

Table 33.--Continued

Percent Spanish-Speaking Students	Category	Responses		Totals
		Yes	No	
91-100	Observed	5.00	3.00	8.00
	Expcсted	2.45	5.55	8.00
	Cell Chi-Square	2.64	1.17	3.81
Totals	Observed	27.00	61.00	88.00
	Expected	27.00	61.00	88.00
	Cell Chi-Square	9.30	4.12	13.42

Total Chi-Square = 13.419 with 9 df.
Prob. Chi-Square = .143

APPENDIX K

Tables Displaying Biographical Data on Responding Groups

Table 34.--Biographical Data Giving Number and Percent of Responses from 161 Bilingual Directors

Variable	Category	Number Re-sponding	Percent Re-sponding
Years in Teaching (including this year)	No Response	6	4
	0-2	2	1
	3-5	2	1
	6-8	14	9
	9-11	16	10
	12-14	16	10
	15-17	16	10
	18-20	15	9
	Over 21	74	46
Years in Present Position (including this year)	No Response	6	4
	1-3	54	34
	4-6	39	24
	7-9	29	18
	10-12	14	9
	13-15	3	2
	Over 15	16	10
Years in Present School District (including this year)	No Response	6	4
	0-2	18	11
	3-5	23	14
	6-8	21	13
	9-11	24	15
	12-14	12	7
	15-17	7	4
	18-20	13	8
	Over 21	37	23
School District	No Response	8	5
	Predominantly Urban	28	17
	Predominantly Rural	64	40
	Both Urban and Rural	57	35
	Other	4	3

Table 34.--Continued

Variable	Category	Number Responding	Percent Responding
Influence upon Vocational Curriculum	No Response	12	7
	Superintendent	63	39
	Asst. Superintendent	8	5
	Curr. Director	2	1
	Voc. Director	44	27
	Adv. Committee	3	2
	Secondary School Principal	4	2
	Vocational Teacher	15	9
	Other	10	6
Major Teaching Area	No Response	9	6
	General Educ.	136	84
	Bilingual Educ.	6	4
	Vocational Educ.	10	6
Outside Work Experience	No Response	47	29
	Managerial	41	25
	Professional	11	7
	Clerical	14	9
	Technician	12	7
	Sales	20	12
	Semiskilled	8	5
	Skilled	3	2
	Unskilled	5	3
Concept of Bilingual Vocational Education	No Response	27	17
	Agreed with concept as described	118	73
	Disagreed with concept as described	16	10

Table 35.--Biographical Data Giving Number and Percent of Responses from 162 Vocational Directors

Variable	Category	Number Re- sponding	Percent Re- sponding
Years in Teaching (including this year)	No Response	9	6
	0-2	1	1
	3-5	2	1
	6-8	15	9
	9-11	14	9
	12-14	15	9
	15-17	18	11
	18-20	21	13
	Over 21	67	41
Years in Present Position (including this year)	No Response	9	6
	1-3	63	39
	4-6	53	33
	7-9	21	13
	10-12	9	6
	13-15	1	1
	Over 15	6	4
Years in Present School (including this year)	No Response	10	6
	0-2	11	7
	3-5	26	16
	6-8	27	17
	9-11	20	12
	12-14	8	5
	15-17	16	10
	18-20	13	8
	Over 21	31	19
School District	No Response	9	6
	Predominantly Urban	45	28
	Predominantly Rural	30	19
	Both Urban and Rural	74	46
	Other	4	3

Table 35.--Continued

Variable	Category	Number Responding	Percent Responding
Influence upon Vocational Curriculum	No Response	9	6
	Superintendent	35	22
	Asst. Superintendent	7	4
	Curr. Director	5	3
	Voc. Director	84	52
	Adv. Committee	5	3
	Secondary School Principal	2	1
	Voc. Teacher	13	8
	Other	2	1
Major Teaching Area	No Response	10	6
	General Educ.	30	19
	Bilingual Educ.	0	0
	Voc. Education	122	75
Outside Work Experience	No Response	27	17
	Managerial	33	20
	Professional	12	7
	Clerical	7	4
	Technician	16	10
	Sales	22	14
	Semiskilled	9	6
	Skilled	32	20
	Unskilled	4	2
Concept of Bilingual Vocational Education	No Response	27	17
	Agreed with concept as described	116	72
	Disagreed with concept as described	19	12

Table 36.--Biographical Data Giving Number and Percent of Responses from 115 Vocational Counselors

Variable	Category	Number Responding	Percent Responding
Years in Teaching (including this year)	No Response	3	3
	0-2	1	1
	3-5	14	12
	6-8	18	16
	9-11	23	20
	12-14	12	10
	15-17	17	15
	18-20	11	10
	Over 21	16	14
Years in Present Position (including this year)	No Response	3	3
	1-3	62	54
	4-6	35	30
	7-9	8	7
	10-12	3	3
	13-15	2	2
	Over 15	2	2
Years in Present School District (including this year)	No Response	3	3
	0-2	24	21
	3-5	25	22
	6-8	21	18
	9-11	18	16
	12-14	9	8
	15-17	8	7
	18-20	2	2
	Over 21	5	4
School District	No Response	5	4
	Predominantly Urban	35	30
	Predominantly Rural	26	23
	Both Urban and Rural	46	40
	Other	3	3

Table 36.--Continued

Variable	Category	Number Re-sponding	Percent Re-sponding
Influence upon Vocational Curriculum	No Response	3	3
	Superintendent	29	25
	Asst. Superintendent	9	8
	Curr. Director	4	3
	Voc. Director	50	43
	Adv. Committee	2	2
	Secondary School Principal	2	2
	Voc. Teacher	6	5
	Other	10	9
Major Teaching Area	No Response	4	3
	General Educ.	76	66
	Bilingual Educ.	2	2
	Voc. Education	33	29
Outside Work Experience	No Response	7	6
	Managerial	30	26
	Professional	9	8
	Clerical	25	22
	Technician	6	5
	Sales	20	17
	Semiskilled	4	3
	Skilled	12	10
	Unskilled	2	2
Concept of Bilingual Vocational Education	No Response	18	16
	Agreed with concept as described	83	72
	Disagreed with concept as described	14	12

Table 37.--Biographical Data Giving Number and Percent of Responses from 110 Secondary School Counselors

Variable	Category	Number Responding	Percent Responding
Years in Teaching (including this year)	No Response	0	0
	0-2	3	3
	3-5	6	5
	6-8	11	10
	9-11	22	20
	12-14	11	10
	15-17	18	16
	18-20	11	10
	Over 21	28	25
Years in Present Position (including this year)	No Response	2	2
	1-3	39	35
	4-6	25	23
	7-9	19	17
	10-12	14	17
	13-15	3	3
	Over 15	8	7
Years in Present School (including this year)	No Response	3	3
	0-2	10	9
	3-5	17	15
	6-8	18	16
	9-11	18	16
	12-14	12	11
	15-17	12	11
	18-20	4	4
	Over 21	16	15
School District	No Response	3	3
	Predominantly Urban	27	25
	Predominantly Rural	25	23
	Both Urban and Rural	53	48
	Other	2	2

Table 37.--Continued

Variable	Category	Number Responding	Percent Responding
Influence upon Vocational Curriculum	No Response	6	5
	Superintendent	42	38
	Asst. Superintendent	3	3
	Curr. Director	6	5
	Voc. Director	40	36
	Adv. Committee	0	0
	Secondary School Principal	7	6
	Voc. Teacher	6	5
Major Teaching Area	No Response	3	3
	General Educ.	95	86
	Bilingual Educ.	1	1
	Voc. Education	11	10
Outside Work Experience	No Response	26	24
	Managerial	11	10
	Professional	17	15
	Clerical	31	28
	Technician	2	2
	Sales	7	6
	Semiskilled	2	2
	Skilled	9	8
	Unskilled	5	5
Concept of Bilingual Vocational Education	No Response	10	9
	Agreed with concept as described	92	84
	Disagreed with concept as described	8	7

APPENDIX L

Reactions and Comments from Respondents to the Bilingual Vocational Education Concept

Federal Bilingual Directors' Comments

"I differ only on one point and that is that Spanish should be continued and not phased out once English is learned. Training in both langauges is important and valid in todays economy especially in a transitional area such as South Texas, where both languages are used interchangeably."

"(Most of description is okay) I advocate maintenance of Spanish language skills during and after English has been mastered."

"Program should strive to develop students who are functional bilinguals and continue to maintain both langauges and cultures as subjects and tools for learning."

"I favor an integrated program more than a special program."

"The market world in this area calls for bilingual employees. A maintenance program (bilingual should be utilized rather than a transitional program. The maintenance program would help the student in school and after graduation."

"I suggest that you define more accurately the characteristics of the students. Your model assumes Spanish dominant students who have little knowledge of English. If a Spanish name student makes it into and out of high school, he will have to have had a considerable command of English."

"I am returning your opinionnaire with an additional opinion. I would like to see Texas A&M which is a leader in the area of Vocational and Adult Education, also take the lead in promoting and establishing sound Bilingual Vocational Education in areas of most need. I would support such an effort wholeheartedly."

State Bilingual Directors' Comments

Director, Elementary Education
"The questions in this opinionnaire are ambiguous, and I simply refuse to answer questions that do not have the interest of students in mind."

Assistant Administrator
"I am returning your opinionnaire unanswered because I do not feel that I have sufficient knowledge of the subject to properly answer the questions.

As a matter of explanation, the . . . School District has approximately 40 students with Spanish surnames and to my knowledge, none of the families speaks Spanish at home. I apologize for not being able to help you, but I feel that any information furnished by me would not be valid, therefore of no benefit to you."

Assistant Superintendent
"It is the exception in our schools to have a vocational student who does not speak English. I believe Spanish should be used in the regular programs as needed to teach the concepts and work habits."

Principal
"Most Spanish-speaking students do not speak a technical or job oriented Spanish--can not read or write a very high level of Spanish, and if they are not learning it is not the language barrier--rather it is a learning problem--probably--motivation."

Principal
"Note: Having worked with Mexican Americans for about 25 years--I believe we have now reached a level with very little need for bilingual education--25 years ago there was a great need--but not now."

Curriculum Director
"Who is going to supervise the students trained in such a program? Are all 'bosses' going to have to go back to school to learn Spanish. English needs to be taught at lower grade levels. Parents need to be involved so as to understand the need for learning English. The problems are not going to be solved by bi-lingual education. Consider some of the recent research! Most is negative!"

Principal
"In Bilingual Programs Spanish dominant students are taught ESL and English dominant students are taught SSL thereby both groups learn each other's langauge."

Director, Elementary Education
"I do not feel qualified to answer the opinionnaire regarding a research project entitled 'The Need for Bilingual Vocational Education Programs in Secondary Schools in Texas' as I am an elementary administrator and not involved with Secondary Vocational Education and I feel my opinions would not be valid.

If, however, you still want my opinion, I will try and answer to the best of my ability."

Administrative Assistant
"I apologize for the delay, however, the press at the close of school made it impossible to reply. I strongly support the bilingual vocational education program concept."

Director, Special Services
"My concept is that if bi lingual ed. does its job, we will need only Vocational Ed. period."

Superintendent
"Parents of students must speak English at Home if child is going to learn: English students from Mexico should be taught English (only) until they can speak & learn in English. It isnt fair to Student and teacher for a child that can't comprehend English."

Administrative Assistant
"I hope, through present state bilingual programs, that students will not need this type of program in the secondary level."

Superintendent
"I became frustrated in trying to complete your instrument. Perhaps I wished to generalize when the questions called for specifics or I wished to be specific when you wished to generalize. I wonder if most students in school ten (10) to eleven (11) years prior to eligibility for vocational courses are not sufficiently competent in English to proceed without bilingual vocational outside of technical terminology. Most concentration on bilingualism should be in early elementary years. I sincerely doubt that any child at the 11th or 12th grade level would not be able to comprehend English. The ones from Mexico may be the exceptions but we can hardly spend the $$$ necessary to plan for immigrants not yet arrived."

Assistant Superintendent
"This entire questionnaire is very difficult for me since we do not have a secondary population that requires this sort of program. A program of this sort would kill vocational education for us since we have only enough students for one section of particular program."

Elementary Coordinator
"In a school system like ours the need is to track these students in the beginning in their langauge but move into English as soon as possible. Our main problem now are the ones who move in and, particularly those who come in at the secondary level, are completely non-English speaking. We have had about 15 diff. foreign langauge backgrounds to deal with in the last three years. These may be just one, two or three students at a time in any lang. group. Your Span. lang. voc. program would not solve all our problems."

Curriculum Coordinator
"We have bilingual ed. in K-2. I highly endorse bilingual ed. for the first few years. I worked much this year as Jr. High Princ. I do not find the Mex. Amer. pupil at that level to be so greatly handicapped. By secondary level I think the pupils understand Eng. as well as Spanish. The whole vocab. of vocational courses is new and can be as readily learned in Engl. as Spanish."

Superintendent
"I believe that all children should learn English and if we are not more demanding some children may use Spanish as an excuse not to learn English."

Superintendent
"Bilingual Ed. should be taught in the Elem. grades. Students should be allowed & encouraged to use both langauges in voc. sub.--I do not think it is necessary have formal instruction in both. We have offered Bilingual Ed. through the 5th grade, but find little need past the 2nd grade."

Principal
"I believe that most Mex. Americans in this area have a workable knowledge of English--but I believe strongly that a vocational program should be greatly enlarged. 80% of our students would benefit from such a program--but instruction in English only is sufficient."

Assistant Superintendent
"The description seems applicable if there are non-English speaking students."

Principal
"By the time students get to high school they can speak & understand. It would be almost impossible to find a great number of bilingual vocational teachers. Bilingual education should be taken care of in lower grades and much of it in the homes before a youngster starts school."

Superintendent
"I feel this would have been a wonderful awarding program 20-10 years ago--The young people we have now in our do not need a Bilingual Voc. Program. It may be an insult to many."

Assistant Superintendent
"Our district has little use for bilingual vocational education--we have only about 10% Mexican Americans and almost 100% comprehend English. Most do not speak, read, or comprehend Spanish."

Director, Special Programs
"Bilingual education should not be continued past the elementary school. For a person to function in Texas and the total U.S. he must utilize English. If Spanish is used for technical education the person is very limited for jobs."

Superintendent
"Most Spanish name students in high school have a considerable command of English; some have little or no command of English; some have little or no command of Spanish. Your definition and approaches

Superintendent (Contd.)
must take this into account. A great deal of time will have to be spent teaching Spanish reading and writing skills to Spanish name students.

Your description assumes Spanish dominant students with very limited English abilities still in school at the secondary level. Students such as these have probably already dropped out or are about to do so. Please consider concentrating vocational courses with bilingual approaches for wood and metal shop courses in grades 6-9 to hold potential drop-outs. And promote bilingual secretarial (VOE) programs at high school level."

Assistant Superintendent
"While I have been, and continue to be, highly supportive of the concept of bilingual programs their function in the secondary schools should be to assist in ESL and not to further fractionalize the school program by splintering voc. educ. or adding bilingualism, as stated, to the vocational program."

Curriculum Coordinator
"No. To many unknowns--Example, take a look at the Texas Anglo population as late as 20 years ago--See how many finished school."

Director, Federal Programs
"I do not believe B.L.V. Ed. should be used as a bridge from Spanish to English however. There are definite advantages for a student to maintain his functionality in Spanish even into adulthood employment. What's wrong with applying language skills well in Spanish?"

Vocational Directors' Comments

"The . . . schools do not have a bilingual program and at the present we do not need one. What few of our students with Spanish surnames can comprehend the english language. After reading your Opinionnaire, I could not do the subject justice.

If I can be of service to you in the future, please feel free to call on me."

"Let's speak English."

"If a student cannot speak and work i. English--how is he going to get a high level job?"

"Love it or leave it. The only reason Spanish speaking people are disadvantaged, if they are, is by telling them they are. Vivi Texas."

"Bilingual education should be provided only as a pre-vocational level. If the students can not function in conversational English by the time they reach the secondary level, the graphic model on page 2 would not hold true. I would believe the line would remain straight, but almost horizontal."

"I have a negative attitude because we have had excellent results without a special program. Please send me a copy of your summary."

"Bilingual voc. ed. is unnecessary. All bilingual ed. should be handled in the primary years, when the student is most ready for it."

"It is my opinion that perhaps this is needed more closer to the Texas-Mexico border. We have not evidenced a problem in this area that I am aware of. It is certainly possible that my opinions could be changed, but of this time, I cannot see a need in this area."

"We do have 8-10% spanish decents in our community, but we do not have a problem. Bilingual Education for such a small percentage is not ethical. Too much expence for the good it will accomplish. Get them ready of the work field not a minority field."

"Our salutatorian and quarterback on the football team was Latin American. Also the president of our student council. Our high school students don't have any trouble with the English language. It would be a waste of time to instruct in Spanish. Maybe it would be necessary in kindergarten. I believe a course in ESL should be taught in conjunction with voc. bilingual and if the students are totally illiterate. Any knowledge of English there is no need for ESL."

"Please keep in mind that success in any trade depends on ability to perform. The degree or level of acceptable performance is determined by the people connected with that trade worldwide. This then is the standard by which performance is judged."

"Bilingual education should be needed as much in skill courses as some others. I believe that bilingual education is more important in the elementary grades than in the secondary school."

"Much prefer a system similar to Spec. Ed's Plan A approach. Provide the regular voc. teacher with resource people and aids to assist the Spanish speaking student until each becomes confident in the English language."

"I believe students should be thoroughly schooled in bilingual education prior to their high school years. High school is too late for the program. It would be a much greater advantage in the lower grades. The change in high school is too late. I would like to see a much stronger and better bilingual program for elementary grades & cure the language problem at a early age. I can't see an advantage mixing the bilingual program with voc. ed. & am opposed to it."

"Description is adequate. However, having had several years experience teaching vocational bilingually in Vet training program I did not find it particularly effective. I believe it more practical to teach ESL preferably in elementary school."

"The yes or no answers are being too specific. The answer to some of the questions needs some comments if the area you are in does not have many Spanish Americans."

"I don't believe the tax payer should burden this. These people should get off their ass & learn this language if they are going to live in this country."

"I feel that all teachers in the state should have some speaking ability of the language spoken in their area other than English if any."

"You intend only to teach English to Spanish speaking. If it we truly bilingual the monolingual English speaking student would be as proficient in Spanish as the Spanish were in English."

"I am a Native American--For Gods sake teach the young to speak the language of the country you intend to live in--Secondary education should be in the language of the country you hope to live in. Don't worry about those who speak Spanish--Pray for those who speak Tex Mex."

"I think the example is overlapping the fact that student with Bilingual problems need help early in elementary school where the tools of Voc. Ed. can be intre grated as part of the curriculum--I'm an example of Bilingual Background. Spoke no English when entering school. Overcame this barricade, all turned out fine."

"If the bilingual Education program is conducted, as it should be in the lower grades then everyone should be able to speak English when they got to high school; therefore, I see no need to waste tax dollars trying to teach English to non-English speaking students in vocational programs."

"I do not agree that bilingual education has a place in our educational system."

"Students should learn their communicative skills in those 'communicative' classes & then voc in voc classes."

"Tex-Mex is the language spoken in the trades very few spanish words identify tools in the shops."

"We have only two Spanish speaking families in High School and all these students speak English fluently. I have no way of passing judgment on the need for bilingual vocational education in areas where there is a real need nor how much need there is."

"This could be a viable program at elem. level; however, most students who reach secondary are fluent in English the cost is prohibitive."

"Theory-yes--Realistically-No! Employing teachers who can meet both would be very difficult at best. Today's Spanish speaking parents contribute greatly to the problem. Most of these parents do speak English but refuse to use it at home--thus they hurt their own children's chances when they enroll in school. Taxpayers should not be responsible for people who migrate over here from Mexico. Other ethnic groups have had to learn to cope with the same problem,--just another costly program that we are famous for in this country."

"Good enough--Question aim should only be used in bilingual school districts which ours is not."

"I'm going to decline on filling out your questionnaire mainly because we have so few Spanish speaking students within our school system. Bilingual teaching in our vocational programs would be a waste of much needed talent that could be used much more effectively elsewhere.

I am leaving the field of education to enter business for myself and have only a few days of service remaining; which will be pretty full of things to get done."

"We are in the . . . Independent School District, have no difficulties with our bilingual students in Vocational Education. Therefore, we do not need nor do we have bilingual vocational programs for our students.

I completed your form only out of professional courtesy. I have purposely omitted the chairman's name of our advisory committee because he could not complete the form because we have no bilingual programs."

"This is an opinionnaire, I therefore wish to express my feelings on the subject.

This whole idea is a waste of time, effort and money.

My people too were immigrant, coming from Germany. They took their place in an English society, learned the langauge and made a living.

We are minorities only as long as we think of ourselves as such. I'm an American and I feel that if any bilingual training is done, perhaps in first or second grade.

Parents are mainly to blame. How can they expect their children to learn English if they do not. My people left the German behind in Germany and learned the new language.

As long as we spoon-feed people, they will let us.

Is there another country anywhere on earth which is doing what you are suggesting?

You learned the English, I learned it and I feel that if I can, anybody can."

Vocational Counselors' Comments

"There are many languages in Texas besides Spanish. They have had a chance to learn "enough" English by the time they reach high school."

"If the teacher does not use more English than the names of tools the students will never be able to communicate in English and why shouldn't English--only students have the chance to learn as much Spanish which at times is essential in this part of the country?"

"I generally think of it as having a Spanish-speaking teacher to take care of the needs of non-English speaking students and not necessarily attempting to teach English. I think it probably tends to lower the curriculum for the English speaking students and they become the minority. Spanish-speaking people should be taught English beginning in 1st grade. I would rather see funds spent on teaching Spanish speaking adults to talk English so that they can teach their children the language of the U.S. and Texas."

"If bilingual is needed it should be devoted to transitional efforts, i.e. it should aid the Spanish-speaking student in becoming more efficient in an English-speaking society."

"Vocational education is Vocational Education - why call one Bilingual Voc. Ed. and the other Voc. Ed. Emphasis should be on Vocational education per se. I don't believe in setting up a special Voc. Ed. program for non-English speaking students - set up a class to teach in English separate from Voc. Ed. in the English department."

"Vocational education should be primarily concerned with training job skills, not a bi-lingual lab!"

"If I went to live in a Spanish speaking Nation I would expect to speak Spanish not English and I would not expect special treatment but I would expect to work very hard to learn Spanish if I wanted to succeed in this new home of mine. I would change and not expect the Nation to change for me."

"Mine is a qualified "yes" - I lack direct contact with existing of programs in order to say a pure "yes" or "no". Thus - I cannot label these programs with any superlatives."

"We have less than 3% Spanish surname students in our district, therefore, I am at a disadvantage in answering your questions."

"I believe it will amount to initially 100% instruction in Spanish and will remain at that level; therefore, I have doubts as to its usefulness. Ideally it would be a good program but we need to turn from the idealistic and fact reality. I have been in schools where 85% were Spanish speaking and I believe I know what I am talking about. The expense would far outnumber the benefits gained and any extra funds should be placed in teaching fundamentals."

"I had previously felt this was just a mixture of both - not all Spanish to all English type."

"Spanish to English process should be taught in the elementary grades- not in secondary vocational classes."

"These questions were answered in relation to our schools needs. We have less than 19% Spanish-speaking people and most of these speak English fluently. We have no problem with language in our school."

"If I were to send my children to a school in Mexico City would they teach bilingual English classes through 12 grades? I feel if a student gets to high school the person should be able to use the English language."

"This is such a biased bunch of crap it is a waste of time to answer it. I threw the last one in the trash it made me so mad."

"I belief it would be a great benefit to the students to know the names of tools, equipment and etc. in Spanish--because of our closeness to the border--but bilingual vocational education is not the answer--what we need is more money to build classroom space for the increasing demand in traditional vocational programs."

"In some areas bilingual vocational education as well as bilingual education should be carried out, no doubt--however not in all areas is it needed."

"Many areas of Texas do not have more than a 2% bilingual problem! Most metropolitan areas are in dire need of qualified bilingual help."

"I have tried to be unbiased in answering this opinionnaire, although it has been hard to do if not impossible. I feel we must first meet the needs of United States citizens before attempting to met the needs of the rest of the world!"

Our own needs are not being met. Check the dropout rate of our white middle-class Americans, before anything else is done."

"Am not familiar with the bilingual vocational education program. We do not have Spanish speaking people in our area."

"Not enough time in grades 9-12 to cover material already required, much less add special courses."

"Fortunately for this school district, as far as I was able to get information, we do not have any problem with Spanish speaking students in our schools."

"First of all--I do not like the term educationally disadvantaged--there is no such student--the opportunity is there for all--its up to them to take advantage of it and do something with their education. That's one of the problems of education today. We've gotten so far away from the fundamentals that no one really cares anymore. All students need basic education in order to be successful and because of all the advanced teaching methods, they don't even get that. I feel that any youngster comes out of vocational education with a salable skill. There is still fundamentals to vocational education and yet it is advanced enough to teach the students about the world of work."

"1. Teachers would be required spanish--tax monies should be spent on the system--English.
2. Would make unfair hiring practice--now being practiced by many.
3. Average students that I could help and whose fathers pay most of the tax $--need more money to operate."

"Describes it perfectly!"

"Out of 6,000 scholastics, we only have approximately 15-20 spanish speaking students. There seems to be no real problem here. Our immediate problem is the Vietnamese."

"Bilingual vocational education must encompass more than job preparation and langauge facility. I believe that success or failure of "bve" is more dependent on increasing the parents' and child's aspirations and motivations than in coping with language problems. We need to be able to communicate opportunities as well as langauge."

Secondary School Counselors' Comments

"I do not feel the public schools are responsible for establishing bilingual programs for Spanish-speaking students any more so than for Polish, Czech, etc. which we have not done. The responsibility for learning English rests upon the studnet, not the school. He must become a part of the U.S. language since he has chosen to live here. What type of bilingual program does Mexico have?"

"Because of our graphic location, we could not justify the expense of a bilingual vocational program. My suggestion: Scatter the programs throughout the state and let the Spanish-speaking families be responsible for their children entering these schools."

"I am opposed to bilingual education in any form. Mexicans need to speak English in their homes and do something for themselves. I didn't them educationally; they did it to themselves."

"In the U.S. and Texas--English is the mother tongue. Mex.-Amer. should be motivated to learn a command of the mother tongue in this country."

"I am not interested in bilingual programs at any level. I feel that our limited money must be spent teaching students to be English-speaking Americans if they are living in this country. A person who speaks, thinks, and writes another language totally will never feel a part of this country and will not be accepted by our citizens."

"A program wherein all students enrolling in a course together, tearing from each other and a teacher who is bilingual. A much more realistic job skill orientation and job situation (working with Spanish speaking and English speaking people simultaneously)."

"A citizen of the United States should have skills in the use of the English langauge prior to the age for enrolling in vocational courses."

"However, I still feel that anyone in America is obligated to learn to speak English and that the schools should not have to be responsible for teaching them this skill."

"I agree with the definition--I just know that teachers for bilingual voc. prog. simply are not available in our area."

"I agree with the description, but from observing other bilingual programs I feel the teachers meet too many obstacles when trying to get students to gradually use English and so 90% of the teaching is done in Spanish the entire school year. I am opposed to bilingual education at the secondary level."

"We have so little "percentage wise" need at our school for bilingual--only 2 handfuls of students in our whole school. We have an unusual community. I feel my answers are not helpful because of this."

"I feel very strongly that a person should feel proud to speak two or more languages. In Texas it is most unfair to make an English-speaking (Anglo) student feel that he must learn Spanish to be bilingual. Many of our Spanish speaking students are taking great advantage of the situation rather than trying hard to learn English. I grew up learning German and I am Bilingual! The emphasis of bilingual education should be to teach a command of the English language. The individual who, because he wants to, or knows other langauges is, indeed, fortunate."

"My opinion of any concept of bi-lingual education is that it should afford all children the opportunity to communicate in the major language(s) of the area no matter what the language(s). I simply do not buy the idea that Johnny will learn more readily if he is put in a separate bi-lingual program--if such a program can be integrated into the total program where each child is afforded the same opportunity of sharing languages then I think we as educators in Texas will be progressing."

"Bilingual vocational training is unfair to the taxpayers and children of Texas. Programs are needed for those who would profit from training. Americans must care for Americans. We are not rich enough to adopt Mexico."

"Having spent 7 of my 10 years in predominantly Mexican American school systems I have seen only a very few students who did not have enough command of the English language to function well in vocational programs. I do not believe that the drop out rate of the Mexican American students is as much associated with language difficulty as it is with family expectations. I have had some very fine students whose parents spoke almost no English. I spent three years in Freer down in Duval County and saw Mexican American students who came from families where the parents spoke very limited English and these students often went to College and were very successful. Most of the bilingual students that I know of in our high school that are having real difficulties I feel have associated learning problems with as dyslexia and this compounds the language problem."

"Too much instruction in Spanish-English is not emphasized and this it is in vocational or career choice. We are an English Speaking World."

"I have not had much experience with bilingual education so I feel my responses reflect my inexperience. I am sure there is a need for it but not here yet. We may in ten years. I also feel that English should be the primary langauge."

"At present we don't have any children at the secondary level with bilingual problems. There is an extremely small percentage who start school without a strong command of either language.

Without any firsthand knowledge of the problem I feel I cannot adequately complete the questionnaire."

"As our school does not have but two or three students who would qualify as a bilingual student, I feel that my answering this opinionnaire would not be worthwhile. I'm returning the opinionnaire and the letter from Mr. Parr. Also, I'm sending the self addressed envelope with the idea that you might send the enclosure to someone who has more bilingual students.

If you would like for me to complete the opinionnaire with our school population, please return it and I'll finish it."

Industry Representatives' Comments

"A. This is an English speaking country.
B. By the time a student can be enroled in vocational training. This student has had several years of the English Language. There should be no need for Bilingual Vocational Education by this time."

"I do not think that you can find the teachers for the proposed program. We need to stress pre-school training and work on the parents to speak English at home."

"I am a member of the School Board. I think the concept is good if the program has the right teacher."

"I think bilingual education tends to perpetuate the students Spanish-speaking abilities and discourages them from learning English."

"Class is started in Spanish and finishes the year in Spanish for there is no penalty placed upon the student who does not learn or use English."

"From an educator's point of view, the descriptive example is probably accurate. I believe English should be taught in lower grades, teaching all children to read speak and write correctly and emphasis should be continued through secondary levels. Those students coming into secondary school unable to speak read or write English should be given concentrated guidance and instruction in English language before going any further in school. This would prepare them to be able to progress in either the academic or the vocational field. I am opposed to bilingual teaching as I understood it."

"There is no need for Spanish to be taught in America--Teach Spanish in Spain and Mexico--Teach English in America."

"I feel that first of all, a good reading program should be initiated in the system, vocational training can be taught if the student can read."

"I personally had experience in learning the English language as a foreigner. I came to this country from Poland (Europe) and had to learn English language. I definitely feel the for better economical self improvement in job and ability to communicate in our economical structure in our industry. We need to be able to speak the English language only. Our country from the beginning has been geared economically in English language only. To inerpert from one language to another you will loose real meaning of communication in our industry to mean what we are saying."

"An effort made to get the child into the main stream of an English speaking school."

"I can not see the education advantage in a bilingual vocational education in the secondary school."

"The student is in trouble if he does not know English well when he comes to high school. Bilingual should be used in the lower grades to help the student get started and then English only should be used."

"I believe bilingual education in general has successfully succeeded in lowering the quality of education for all students."

"This isent clear and my answers are not good enough. I think Bilingual Education is fine, so long as every one can integrate, if for me, for all."

"I believe we have a problem in this area with several languages. Spanish is not the only problem and they must adjust to English as others have had to do in the area. I believe the problem with language is in the adult area and not in the student age group."

"Throughout this questionnaire, I have answered based solely upon my personal opinions. This was a very difficult survey to complete as the school district for which I am vocational advisory committeeman has virtually no Spanish-Americans. Census shows less than 2% Spanish surnamed Americans and of those virtually all speak English well."

"My opinion is if I were to move to Mexico, I would expect to have to learn and master the Spanish language before I made much progress in any other field. I would not expect them to change their entire education process to accommodate me!"

"Most of the students in our district have a good command of English when they reach vocational education age."

"English should be taught at home by all the people that live in the U.S.A."

"I previously understood "Bilingual Programs to be taught in Spanish, with English de-emphasized. Perhaps the public would respond favorably to a new, more precise name, e.g. "Spanish-to-English Programs."

"In product marketing (my field), any confusion regarding purpose or use of product, especially in principal name, will invariably lose customers. People are too rushed to consider all topics in depth, and clarity of immediate impact, such as name of product or program is essential to its success. Thanks for including us in this effort."

"Your opinionnaire regarding bilingual vocational education has been received and reviewed. At first, I skipped over several of the questions because they sounded a little out of my habitat.

On my second pass I found that a lot of the questions (in my opinion) are loaded.

The tone of the opinionnaire is from a pre-supposed fact that non-english speaking people are pitiful, handicapped and ready subjects for our all-monied government to fully fund from the womb to the tomb.

The langauge of pilots and flying throughout the world is English. The language of shipping and international commerce is English. World banking is in English.

I cannot see any benefit to our society by spending any tax money for bi-lingual projects of any kind. It makes no more sense than having two monetary systems in the local society.

The language of my state and nation is English. Let's keep it that way."

"Due to the fact that the Spanish-American population is not even .01 of a percent I do not feel that I could do justice to your questionnaire. I am therefore returning it to you. If you still would like to me to answer please return it and I will do so."

"The opinionnaire" is being returned unanswered since the questions are directed at educators.

I am a member of the Advisory Council and not directly involved in teaching. My answers would therefore merely be conjecture or speculation."

"We did not receive the questionnaire dated May 18, 1976. I have reviewed the questionnaire sent with your letter of June 7, 1976 and simply do not know enough about the topic to be able to answer hardly any of the questions.

I would be more than willing to cooperate, but I would have to simply check "I don't know" to most of the questions."

"I have answered some of the questions on your opinionnaire, however, I feel unqualified to answer most of them. I am a banker, not an educator, so would rather not express an opinion on something that I know very little about."

"I am a member of the vocational education advisory committee for . . . . Independent School District and am not a teacher. My responses to your questionnaire should be considered in that light.

Some questions were unanswered because they do not apply to our situation. Here, as in all of East Texas, fewer than 1% of the population have Spanish surnames. Very few, if any, of these have an English language difficulty. I do not believe that any school district in our 14-county region could demonstrate any need for bilingual programs of any kind and further doubt that all of the districts together could demonstrate such a need.

I hope that my response is helpful to your research."

"Your opinionnaire was forwarded to me as chairman of the Useful Homemaking Advisory Committee. I have completed it and am enclosing it in this envelope.

I would like to comment on the questions, however. Many of the questions could be subject to individual interpretation, thus making the answers somewhat inaccurate and inconclusive. Different areas of the state would have different needs which would also influence responses. The need of the individual system would have to be considered for such a program to be effective.

Thank you for your attention to this letter."

"I'm sorry, but I simply do not know enough about the students at . . . to answer this. Granted I should, but I just don't. Sorry."

APPENDIX M

Letter from Consultant of the Texas Education Agency Vocational Industrial Division

Texas Education Agency

201 East Eleventh Street
Austin, Texas
78701

- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

1130 Pecan, Suite E
McAllen, Texas 78501
682-1374

December 9, 1975

Mr. Arturo Salazar
P. O. Box 1758
College Station, Texas 77840

Dear Mr. Salazar:

This is in regards to your letter dated November 3, 1975 concerning your research study "Determining the Need for Bilingual Vocational Education Programs in Secondary Schools as Perceived by Bilingual Administrators and Vocational Administrators in Texas."

The research you have undertaken has been long overdue, badly needed, and justifiable for our school youths in South Texas. You certainly chose an appropriate research topic at the time when it's most needed.

Our South Texas youths are not presently taking full advantage of the endless job opportunities with our South of the Border neighbor, Mexico.

A bilingual Vocational program will teach students the proper technical terminology that is badly needed by most of the South Texas youths. One other item of interest and/or consideration is that the economy in South Texas (border towns) is very heavily dependent on the Mexican trade.

Sorry, I can't furnish you with any information regarding successes or failures of Bilingual Vocational Education Programs. Most Bilingual Voc. Programs are on an experimental (pilot) stage, and not enough information has been documented.

The biggest problem I can foresee is the lack of Bilingual instructional materials. This could be an added sub-topic to your research.

I wish you the best of luck with your research. Keep in mind that the Vocational Bilingual funding will come to end on June 30, 1976. I hope

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that your research and many others similiar research projects will encourage our federal legislators to continue funding Bilingual Education Programs in the years to come.

If I may be of assistance, please call on me.

Sincerely,

Eutiquio M. Elizondo

Eutiquio M. Elizondo, Consultant
Vocational Industrial Education

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APPENDIX N

Letter from Assistant Superintendent of the Brownsville Independent School District

Brownsville Independent School District
Brownsville, Texas 78520

JAMES T. OGG
SUPERINTENDENT

December 17, 1975

Mr. Arturo Salazar
P. O. Box 1758
College Station, Texas 77840

Dear Mr. Salazar:

We are in receipt of your letter and are enclosing a copy of a proposal which was submitted to the Texas Education Agency. This proposal was accepted and we are in the process of working with these teachers and students in this program. Because of the tremendous influx of children from Mexico into the school system, and their inability to comprehend the regular methods of teaching trade courses, we have found that it is necessary to teach these courses using Spanish along with the English. This way, as the student progresses in the course, his English-speaking ability and comprehension increases. He will then be better qualified for the job markets when he completes his course of study.

We hope that this will be of some help to you in your dissertation. If we can be of any further help, please let us know.

Yours very truly,

T. W. Keller

T. W. Keller,
Asst. Supt., Secondary Education

ec

1102 E. Madison Street AC 512-546-3101

APPENDIX O

Letter from Associate Commissioner of the Texas Education Agency Occupational Education and Technology Division

Texas Education Agency

- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

January 28, 1976

Mr. Arturo Salazar
P. O. Box 1758
College Station, Texas 77840

Dear Mr. Salazar:

I, too, enjoyed our meeting during the Vocational Administrators Workshop, and I appreciate receiving a copy of your dissertation proposal.

After review of the proposal, it appears that the type of study you propose could provide significant information toward the development of bilingual vocational education programs in the secondary schools in Texas. If I can be of any assistance to you in the future, please let me know.

Sincerely yours,

Cadar Parr

Cadar Parr, Associate Commissioner
for Occupational Education and Technology

CP:ls

cc: Severo Gomez

CE 010 310